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SPECIAL REPORT

ON

THE SYSTEM OF EDUCATION

IN

NEW ZEALAND.

(Sectional Reprint from Vol. V. of "Special Reports on Educational Subjects.")

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

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INTRODUCTORY NOTE.

The following Report is reprinted from Vol. V. of "Special Reports on Educational Subjects" published in April, 1901. It has been prepared by Mr. M. E. Sadler from official documents supplied by the Department of Education for New Zealand, in response to an invitation of the Lords of Committee of Council on Education, transmitted in 1897 by the Secretary of State for the Colonies. It has not been found practicable to alter the paging, which has reference to the volume in which the Report originally appeared.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects" already published will be found at the end.

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August, 1901.

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THE SYSTEM OF EDUCATION IN NEW ZEALAND.*

I.—Primary Education.

Sketch of the early history of the system.

From 1853 to the end of 1876 New Zealand was divided into provinces, under separate governments. Between 1855 and 1857 some system of public primary instruction was established in each of the principal provinces. In all these systems the primary schools were administered by local committees and by a central board or other authority at the provincial capital. The expenses were variously paid out of capitation charges on householders and on children, out of rates on property, out of fees and donations, and out of grants from the provincial treasuries. Religious instruction was provided.

The Education Act of 1877.

After the abolition of provinces in 1876 the existing provincial systems of education remained in operation until the present system came into force at the beginning of 1878. This differs from most of its provincial predecessors in being at once free, compulsory, and secular. But it still bears traces of its provincial origin: notably in the retention of a provincial administration by boards as well as the central administration by the Education Department.

Under the "Education Act, 1877," the colony is divided for purposes of primary education into thirteen Education Districts, generally coextensive with the old provinces, or with sub-divisions of them. The Education Districts are sub-divided into a large and increasing number of School Districts, in each of which there is a School Committee of five to nine persons, elected annually by the householders. In each Education District there is an Education Board of nine members, elected three every year for terms of three years by the School Committees. Neither members of Education Boards nor members of School Committees receive any remuneration for their services. Subject to general supervision and control by the Board, and to inspection by the Board's Inspector, the Committee has the management of school business within the school district. The Board appoints and removes teachers, but only after consulting the Committee. The Board also appoints inspectors.

Department of Education

There is a Department of Education presided over by a Minister of Education. The regulations for the inspection of schools and for the issue of certificates to teachers are made by the Governor in Council. The Education Department distributes to the Education Boards the grants voted by Parliament for the maintenance of the primary schools and for school buildings.

Finance.

The schools are maintained by a statutory payment out of the

* This report is based upon materials supplied for the purpose by the Department of Education.

consolidated revenue of the colony at the rate of £3 15s. a year for each unit of the average daily attendance of pupils. A detailed statement of expenditure and recoveries in respect of all services under the control or supervision of the Minister of Education during the year ending March 31st, 1900, will be found in Appendix H. below. No fees are chargeable for primary instruction at the public schools. A further capitation of 1s. 6d. on the average daily attendance is voted annually by Parliament for the maintenance of scholarships tenable at secondary schools by children leaving the primary schools. In the year ending March 31st, 1900, this capitation allowance for scholarships amounted to £8,090. Besides these capitations, Parliament votes also a yearly sum of £4,000 towards the cost of inspection of schools by Boards, a subsidy of £300 a year each to the two normal schools, and a variable sum for expenditure on school buildings. In 1899-1900 the grants for school buildings amounted to over £68,000. The capitation voted by Parliament is paid to the several Boards, and forms the fund out of which each Board maintains its schools, pays the salaries of its teachers and other officers, and defrays the greater part of the cost of inspection. The Boards also make small grants to the Committees for fuel, cleaning, and incidental expenses, and for school libraries. The fund at the disposal of a Committee may be supplemented by donations and subscriptions, and by fines recovered for truancy.

Building and equipment of Schools.

The building and equipment of schools is not regulated by law, but is left to the discretion of the several Education Boards. The reports of the several Education Boards, which are published in the annual report of the Minister of Education, contain accounts of the building and operations of each Board for the year under review. In the year 1899, the thirteen Boards spent an aggregate sum of £56,749 5s. 4d. on school buildings, including the amounts spent on furniture, sites, fencing, plans, &c. This was £4,029 more than was spent by the Boards on the same objects in 1898. The following extracts from reports of the Boards of Education for Auckland and Taranaki for 1899 illustrate the difficulties encountered and the efforts which are being made to meet this important educational need.

"The Board has pursued its policy (so far as funds would permit) of providing schools where required, and of improving existing school properties. A few residences have been built, but many more are required. Considerable loss has occurred through the destruction of school buildings by fire. In every case a searching inquiry has been made into the cause of the fire. The demand for increased accommodation in several schools is urgent, and cannot be delayed. Greater care is needed in the supervision of school properties, and in the use of premises and appliances." (Auckland.)

"New schools have been erected at Waiongona and Denbigh Road, and large additions made to the Egmont Road and Toko School buildings. Residences have been erected at Kaiauai and Huiroa, and there are several more very urgently needed, as in the newly settled districts the settlers build their houses only sufficiently large to accommodate their own families, and teachers have a difficulty in finding board and lodging, and in many cases have to put up with great inconvenience." (Taranaki.)

Educational statistics for Public (Elementary) Schools, 1899–1900.

A number of important tables of statistics, drawn from the Report issued by the Minister of Education in August, 1900, and showing the progress of education in New Zealand, will be found in Appendix G. below. At this point it will suffice to say that in 1900 there were 123,207 children belonging to the Public Elementary Schools at the beginning of the year, and at the end of the year the corresponding figure stood at 131,315. Since 1893 the basis upon which capitation grants are paid to the Education Boards has been the "working average." In the calculation of the "working average" for a given school there are omitted all attendances on those half-days on which less than half the pupils on the roll are present; on the other hand, the "strict average" for any school is found by including all the half-days on which the school is open. For 1899 the "working average" was 110,316, and the "strict average" 108,405, or respectively 1,320 and 1,851 less than the corresponding figures for the previous year. But the average of the weekly-roll numbers was only 242 less in 1899 than in 1898. If the "strict average attendance" for the year is expressed as a percentage of the average weekly-roll numbers, the figure 81·2 per cent. represents the regularity of attendance during the year 1899. This is lower than the corresponding figure for any year since 1894. In 1897 the average attendance was 82·9 of the roll and in 1898, when there was a considerable amount of sickness among children, the average attendance was 82·4 per cent. The Minister states in his Report that "it is not easy to assign with any degree of certainty the true causes of the great falling-off in average attendance as compared with the slight decrease in the roll numbers. There does not appear to have been any unusual amount of sickness among children, or any general prevalence of bad weather during the year. Whatever may have been the cause, the increase in the amount of regular attendance seems to rate for attention on the part of all concerned; there is little doubt that to a certain extent it is preventable."

(1.) Attendance.

The Minister's report adds that the returns furnished to the Registrar-General appear to show that the number of children on the rolls of private schools, including Roman Catholic schools, increased during the year 1899 by 513 pupils; and that the number of scholars in public secondary schools increased by seventeen. Thus, taking together public, primary, and secondary schools, and private schools of all kinds, there was a net increase in 1899 of 288 scholars on the rolls.

Irregular attendance is said to have been most pronounced in 1899 in four districts—Taranaki, Hawke's Bay, North Canterbury, and South Canterbury. In four other districts there was a decline in regularity of attendance. In five districts there was an improvement as compared with that of 1898. And this improvement was specially noteworthy in Grey and Westland, where the average attendance reached respectively the figures 87·2 per cent. and 85·7 per cent.

The average attendance for the last quarter of 1899 shows a

much smaller falling off from that of the last quarter of 1898 than is shown in a comparison of the other quarters of the two years. From this fact the Minister surmises that the exceptional causes (sickness, &c.) which operated to produce a low attendance in 1898 were still effective in the first three quarters of 1899.

(2.) Sex and age of pupils.

In 1899 the proportion of boys to girls in the public schools of the Colony remained about the same as before—viz., 51·9 per cent. boys and 48·1 per cent. girls. There were, in all, at the public schools in 1899, 68,201 boys and 63,114 girls. In the same year 7·8 of the scholars were between five and six years of age, 10·1 between six and seven, 11·1 between seven and eight, 11·3 between eight and nine, 11·5 between nine and ten, 11·4 between ten and eleven, 11·6 between eleven and twelve, 10·6 between twelve and thirteen, 8·0 between thirteen and fourteen, 4·5 between fourteen and fifteen, and 2·1 over fifteen years of age. The total number of scholars under the age of ten was to the number of scholars over ten as 51·8 is to 48·2.

(3.) Classification of pupils by standards.

The number of pupils in the preparatory classes increased in 1899; the proportion of pupils in Standard VI. classes increased; in all classes below Standard III. the proportion remained practically unchanged from 1898; the other classes showed a slight decrease. At the time of the standard examination, the number of children on the rolls was 132,121. Of these 40,002 were in the preparatory classes and 2,678 had already passed Standard VI. There were, therefore, 89,441 on the rolls of Standards I.—VI. Out of these 72,221 passed one or other of the Standards I. to VI., 13,324 failed and 3,896 were absent from the examination.

Of the total number on the rolls of the schools 54·66 per cent. passed the various standards. Of the number actually examined in the standard classes the failures formed 15·58 per cent. For the year 1898 the corresponding figures were 56·03 and 14·1. The Minister remarks that "the falling-off in the percentage of passes may be traced partly to the smaller proportion of pupils in these classes and to the larger number of absentees on the days of examination. The increase in the percentage of failures may probably be set down as a natural consequence of a larger degree of irregularity of attendance rather than as marking any greater severity in the examinations."

(4.) Subjects of instruction.

The following table shows the number of pupils who received instruction in the different subjects of the curriculum in 1899:—

Reading	131,315
Writing	131,315
Arithmetic	131,231
English Grammar and Composition	68,432
Geography	83,081
History	65,775
Elementary Science	47,750
Drawing	126,833
Object Lessons	81,092
Vocal Music	106,381
Needlework (Girls)	52,910
Domestic Economy	5,296

(5.) Number and size of schools.

The number of schools open at the end of 1899 was 1,645, or twenty-one more than were open in December, 1898. The mean average attendance per school fell during the year from 66·4 to 65·1. The number of schools with an average attendance, during the last quarter of the school year, of less than twenty pupils increased by twenty-two—viz., from 429 to 451. The number of schools with an average attendance of from twenty to twenty-four pupils decreased from 203 to 186. Hence the total number of schools with an average attendance under twenty-five pupils was 637, as against 632 in December, 1898. The number of schools with an average attendance of twenty-five to forty-nine pupils increased from 499 in December, 1898, to 531 in December, 1899.

The schools below fifty in average attendance increased during 1899 from 1,131 to 1,168. The schools with an average attendance of fifty and upwards decreased from 493 to 477. In other words, the larger schools, or town schools generally speaking, showed a falling off in attendance while the number of small schools or country schools was greater than in 1898. The number of half-time schools remained about the same as in the previous year. The subsidised schools increased from 176 in December, 1898, to 205 in December, 1899.

(6.) Number and sex of teachers.

In December, 1899, there were employed in the public schools of the Colony 3,614 teachers, exclusive of sewing mistresses; of these 2,592 were adult teachers and 1,022 pupil teachers. Of the adult teachers, 1,220 were men and 1,372 women. Of the pupil teachers 230 were males and 792 females. The number of adult male teachers was thirteen less and that of adult female teachers two more in December, 1899, than in December, 1898. At the end of 1899 there were thirty-nine fewer female pupil teachers and one more male pupil teacher than in December, 1898. Taking the working average for all the schools, the average number of children in attendance to one teacher in the last quarter of 1899 was 30·2.

The proportion of pupil teachers to adult teachers in December, 1899, was one pupil teacher to 2·54 adults. Roughly, this represents two apprentices to five adult teachers. The proportion varies in different districts. An undue number of pupil teachers is regarded by the Minister as obviously a source of weakness, and, so far as this element is concerned, all the North Island districts are weaker than the South Island districts. The weakest district is Hawke's Bay with one pupil teacher to 1·35 adults. Omitting the districts where small schools not having pupil teachers are numerous, the strongest in adult teachers are Otago (one pupil teacher to five adults, or nearly so); Southland, one to 3·6; and North Canterbury, one to 3·35. On the other hand the number of pupils per teacher is smaller in the North Island than in the South; but, remarks the Minister in his report for 1899, "the difference is not enough to counterbalance the disadvantage of having too many pupil teachers. One school, an infant school, has only two adult teachers and eleven apprentices. It is difficult

to imagine on what grounds such an arrangement could be defended. But this is only one of many anomalies, for there are in New Zealand nearly as many methods of staffing schools as there are education districts."

(7.) Teachers' salaries.

The total of all salaries paid to teachers in the public schools of the colony at the end of 1899 was £357,834. This amount includes the salaries of pupil teachers and sewing mistresses, as well as the salaries and allowances paid to adult teachers. The average salary, therefore, per teacher (including those named) was £93 15s. 5d. This amount is lower by 14s. 5d. than the corresponding amount paid in December, 1898. But if sewing mistresses were excluded, and if no account were taken of house-allowances paid to teachers where school houses are not provided, the average salary for all teachers would appear as £96 14s. 3d. "This," the Minister writes, "is probably a truer estimate than the first figure." He adds that "the scales of salaries current in the various districts present an even greater variety than the modes of staffing. For instance, the salary payable to the sole teacher of a school with twenty in attendance varies from £70 to £115. The salaries payable to the head teachers of schools of 600 range from £258 to £375. That paid to the first assistant mistress in a small school varies from £42 to £85; and that paid to the first male assistant in a large school from £175 to £265.

The salaries of the teachers are fixed by the Boards, each of which has its own scale of payment. The amount of a teacher's salary depends mainly on the size of the school and on his position in it; also, to some extent, on his classification. A dwelling for the head teacher is provided at about two schools out of three. There is no provision for the superannuation of teachers, nor do they become entitled to pensions.

(8.) Number of certificated teachers.

The total number of adult teachers (exclusive of sewing mistresses) employed in the public schools of the Colony was 2,592, of whom 2,345 were holders of certificates; seventeen others had passed the certificate examination; sixty-four had gained a partial pass; twenty-eight had failed; and 138 had never been examined by the Department. Including the results of the examination held in January, 1900, the total number of teachers in service and qualified by examination was 2,510.

Teachers' certificates.

Certificates of competency are issued to teachers after examination held by the Education Department, or on proof of having passed equivalent examination, conducted by some sufficient public authority. There are five classes of teachers' certificates, of which Class E, the lowest, indicates the possession of a sound "English" education such as is given in the public schools of the colony; while Class A, the highest, is reserved for university graduates in first-class or second-class honours. But in each class there are five divisions, depending on efficiency, and, in less degree, on seniority, and a teacher's rank depends equally on the class and on his division; so that, for example, the certificates of A5, B4, C3, D2, and E1 are all of equal rank.

Examination for teachers' certificates, 1900.

The number of candidates who entered for the examination for teachers' certificates in January, 1900, was 632.

At this examination, four were candidates for Class C (University status being taken into account), 203 were candidates for the whole examination for Class D, and 137, having been credited with "partial success" for Class D, came up to complete their examination; 189 were candidates for the whole examination for Class E, and 99 came up to complete the examination for that class. Among these 632 candidates were 172 candidates who had already passed for Class E, and were seeking promotion to Class D; and of the remainder—460 in number—70 were teachers in the service of the Boards, 245 were pupil-teachers, and fifty-seven were normal-school students in training; while thirty-six were persons who had ceased to be teachers, pupil-teachers, or normal students, and fifty-two had never sustained any such relation to the public schools.

Of the whole number of 632 candidates, 190 "passed" (104 for D, and eighty-six for E), and 146 achieved "partial success" (seventy-nine for D, and sixty-seven for E), while 284 failed to improve their status. Of the candidates that achieved "success" or "partial success," twenty-one had previously failed. As the result of the examination, 148 new certificates were issued (sixty-two for Class D, and eighty-six for Class E), and forty-two certificates of Class E were raised to Class D.

The following table exhibits some of these statistics. The normal students were again the most successful class of candidates:—

Status before Examination.	Number of Candidates.	Results of Examination.					
		Pass for D.	Pass for E.	Pass for E, and Partial Pass for D.	Partial Pass for D.	Partial Pass for E.	Total.
Passed before for E...	172	42	--	—	32	—	74
Not passed before—							
Teachers	70	4	14	4	1	3	26
Pupil teachers ...	246	25	62	5	10	49	151
Normal students...	57	19	1	2	23	6	51
Retired	36	13	5	1	3*	2	24
Outside candidates	52	1	4	—	10	7	22
Totals	633	104	86	12	79	67	348

* Includes two for Class C.

The detailed regulations for teachers' certificates will be found in Appendix B. below.

Training colleges for teachers.

There are two training colleges in the colony, maintained one by the North Canterbury Education Board at Christchurch, and the other by the Otago Board at Dunedin. There is at each of these towns a college affiliated to the New Zealand University, and the boards grant exhibitions to matriculated normal students attending college lectures. Exhibitions of £26, £30, and £50 a year for one or for two years are granted to pupil-teachers that have served their full term and passed their examinations creditably. A student that has not been a pupil-teacher must either pay fees at the rate of £12 or £20 a year for tuition, or must give a bond with sureties for £100 to teach for two years in the public schools of the colony after leaving the college. A similar bond is required of exhibitioners. The regulations in regard to normal schools are printed in Appendix D. below.

The Minister's report for 1900 contains the following paragraph on training colleges:—

> The vote of £600 for the training of teachers was divided equally between the Normal Schools at Christchurch and Dunedin. These are at present the only training institutions for teachers in the colony; in some other districts a certain degree of provision for the training of teachers has been made, but, owing chiefly to want of funds, it is not such as can be considered adequate. Many teachers also are prepared for their certificate examination by private tuition; it must not be overlooked that the passing of a certificate examination is a very small part of what should be required, even when superimposed upon a pupil-teacher course, and it by no mean necessarily produces a trained teacher. It will become a question for consideration in the near future whether definite training for all teachers should not be provided by the State. In the case of the four large centres it will be possible to co-ordinate this with the work of the University Colleges; at the smaller centres those who cannot, by scholarships or otherwise, find admittance to the four chief Normal Schools should likewise have the opportunity by means of classes, of undergoing a regular course of training.

Teachers' court of appeal.

Teachers have legal right of appeal to a "Teachers' Court of Appeal," which is constituted by Act of Parliament for the purpose of hearing and determining appeals against dismissal or suspension. For the purpose of each appeal as it arises, the Court consists of three persons, viz.:—

(1.) Such Stipendiary Magistrate in the district wherein the appellant teacher was employed at the time of his dismissal as the Minister appoints;

(2.) One person of either sex to be nominated in a prescribed manner by a teachers' corporation in the said district; and

(3.) One such person to be similarly appointed by the respondent Board which dismissed or suspended the appellant teacher.

Of this Court of three persons the stipendiary magistrate is chairman, with a casting vote in the case of equality of voting.

The appellant may himself appear, or may be represented by some person on his behalf; and the Board, as respondent, shall be represented by its Chairman or some other person appointed by the Board, but no solicitors or counsel shall appear or be heard.

It is provided that the Court (1) may waive any technical error or defect in the proceedings; (2) may adjourn its sittings from time to time; (3) shall take evidence on oath, to be administered by any member of the Court; (4) shall not be bound by the strict rules of evidence; (5) shall conduct its proceedings in public or (with the consent of both parties) in private; and (6) shall hear and determine the appeal according to equity and good conscience.

The decision of the Court has to be in writing, signed by the Chairman, and a copy thereof is given to each of the parties, and is also forwarded to the Minister. The decision of the Court is final and binding on both parties. If by such decision it appears that the appellant has been wrongfully dismissed or suspended, it is provided that he shall, if the Court so orders, be entitled to be reinstated, or, at the option of the Board, to be appointed to a similar position in another school, and shall also, if the Court so orders, be entitled to receive such reasonable compensation for loss of salary as the Court directs. Such compensation shall in no case exceed a continuance of his salary from the date of his suspension or dismissal until the date of his reinstatement or appointment as aforesaid.

The Court may award costs, fix the amount thereof and direct by and to whom they shall be paid and in what proportions. In such costs are included witnesses' expenses and the actual expenses incurred by or on behalf of the Court and its members in holding the sittings of the Court. All costs awarded against the appellant are payable by the corporation nominating the member of the Court as aforesaid, and, when so paid, may be recovered by such corporation from the appellant.

The text of the Public School Teachers' Incorporation and Courts of Appeal Act, 1895, with the regulations framed under the Act, and its amendment in 1897, will be found in Appendix F. below.

Pupil teachers.

Pupil teachers form part of the staff in all but the very smallest schools. They receive instruction in the subjects of the Class E and Class D certificate examinations from the head teacher of the school out of school hours. The term of apprenticeship is usually five years, of which two may be remitted to successful candidates at the class D or matriculation examinations. Pupil teachers are expected to sit for their certificate examinations in their fifth year at latest. Their remuneration ranges from about £20 to about £50 a year. The regulations in regard to pupil teachers will be found in Appendix C. below.

Limits of compulsory attendance.

Arrangements for religious instruction.

The public elementary schools are open to all children between the ages of five and fifteen, and attendance is compulsory from seven to thirteen. It is left to the discretion of each school committee to enforce in its own district the compulsory clauses of the Act. The instruction is entirely secular, though religious instruction may with the consent of the committee be given in the school building out of

Course of study in primary schools.

school hours. The subjects of instruction are reading, writing, arithmetic, English grammar and composition, geography, history, object lessons and elementary science, drawing, vocal music, and, for girls, needlework and domestic economy. Military drill for boys is prescribed by the Act; and physical training is given to both boys and girls wherever efficient instructors are available. Under the Act passed in 1895 any Education Board may order elementary manual training to be included in the ordinary course of instruction at any public school in its district. The syllabus of pass subjects, class subjects, and additional subjects will be found in Appendix A. below.

The new regulations for the inspection and examination of schools, 1900.

On January 1st, 1900, there came into force new regulations on the subject of inspection of elementary schools in the Colony. The promulgation of these new rules may be regarded as an event of great importance in the educational history of New Zealand. The full text of the new regulations will be found in Appendix A. below, wherein the text of the cancelled regulations is also printed in order to facilitate comparison between the two systems. As the question of school inspection is engaging the thoughts of students of education in many parts of the world, it has been thought desirable to enter in this report into some detail in regard to the important change recently introduced in the schools of the Colony.

The following passage is taken from the report of the Minister of Education, dated August 30th, 1900:—

The New Regulations for the Inspection and Examination of Schools.

For some years the question of the revision of the regulations for the inspection of public schools has been much discussed by prominent educationists throughout the colony, particularly in regard to the desirability of giving head-teachers a greater amount of freedom in the classification of their pupils, of abolishing the individual standard pass, and of transferring the work of the detailed examination of the pupils of the schools from the Inspectors to the head-teachers. There appeared to be a very pronounced opinion on the part of Educational Boards, School Committees, Inspectors of Schools, Teachers, and others in favour of a modification of the regulations, generally, although not quite unanimously, in the direction of the changes indicated. This feeling undoubtedly received considerable stimulus from the success that had attended similar reforms in Great Britain.

The question of the revision of the standard regulations was the principal subject of discussion at the Education Conference held in Wellington in July, 1899, when there were represented nine out of thirteen Education Boards, the Inspectors of Schools under the same Boards, and the various branches of the New Zealand Educational Institute. The resolutions carried at that Conference, although not altogether consistent with one another, afforded, with the discussions that took place upon them, a fairly good idea of the opinions of those with whom rests the actual work of carrying out the Education Act.

Draft copies of the new regulations were sent to Education Boards, School Committees, Inspectors of Schools, and Educational Institutes, and suggestions were invited. After due consideration of these suggestions, and the introduction of slight modifications in accordance therewith, the regulations were gazetted on the 16th of December, 1899, and came into

force on the 1st January, 1900. It may be as well to sum up here the chief points in respect of which the new regulations differ from the old.

(1.) The principal teacher of a school has "Full discretion to arrange his pupils in different classes for different subjects according to their ability and proficiency with respect to the several subjects," . . . "Provided that any pupil must be placed in the same class for all the English pass-subjects—namely, reading, spelling and dictation, writing and composition." The condition that practically prevented this from being acted upon before —namely, that a pupil must be presented in a standard higher than that already passed—is now removed, and every pupil examined by the Inspector is to be examined in the class in which he has been taught. Teachers have, therefore, now, to a very large extent, freedom in regard to the classification of their pupils. It will hardly be questioned that the teacher who has taught a child throughout the year, who has watched his progress, and knows his strong points and his weak points, is the proper person to determine the classes in which he shall be placed. Fear has, indeed, been expressed that teachers may, in acquiring this liberty, be exposed to fresh anxieties by reason of pressure on the part of parents or other interested persons for the promotion of children who have not shown that they deserve it; but it may surely be hoped that a wise firmness on the part of teachers, aided by the support, if necessary, of Inspectors and School Committees, and especially by a healthy public opinion, will be sufficient to keep this danger within narrow limits. One important fact that appears to have been overlooked by some is that the teacher may be guided in his classification by all that he knows of the children's ability and proficiency, and not merely by the results of one examination in the year. Children who make more than average progress may be moved up more quickly, and those who are slower may spend a longer time in the several classes than the average child is expected to spend. The removal of the supposed necessity for hurrying all pupils through the same compulsory amount of work in the same time should give considerable relief to the conscientious teacher, and leave him free to *teach*, in the highest sense of that word.

(2.) In deference to the feeling of the majority of the delegates present at the Education Conference, the individual standard pass, in a modified form, has been retained; the examination on which passes in standards are based and standard certificates are granted is to be held once a year—in general, for classes Standard I. to Standard V. by the head teacher, and for Standard VI. by the Inspector. It may emphasize what has been said above to point out definitely that this annual examination is not an examination for the purpose of classification, but for that of assigning certificates; the classification will not depend solely upon the examination, although the knowledge gained thereby will be, of course, one of the chief elements to guide the teacher in classifying his pupils.

The head-teacher's examination has probably existed in most schools as a kind of preliminary practice for the Inspector's annual examination; the only difference will be that it will in some cases be now somewhat more precise in character than it was before.

The Inspector's annual examination will not in general be a detailed examination of all the pupils (except those of Standard VI., or of candidates for exemption certificates), but will be such as will suffice to enable him to take a broad view of the general efficiency of the instruction given in the school.

(3.) At the same time, to guard against the occasional danger of marked inefficiency in the teaching of a school or of a class, Regulation 6 gives the Inspector power to examine all the pupils, and to direct that his results shall be those on which standard certificates are to be granted. There is nothing to prevent an inspector who so desires it from making the exception the rule, and examining all schools in detail accordingly; but such is by no means the intention of the regulation, and it is sincerely to be hoped that those who are not already converted by the example of Great Britain, referred to above, may yet come to see that the atmosphere of liberty is the

only one in which true teaching can thrive, and may give the new system a fair trial. One of the greatest of its advantages will certainly be that Inspectors will be more free to devote their attention as experts to the wider issues of school work and organization, that they will have time to visit more frequently schools that need their help, and to assist teachers in the improvement of the methods of instruction and of the management of their schools. The work of the Inspector, in short, will be *qualitative* rather than *quantitative;* he will influence the character of the teaching instead of attempting to measure the amount of knowledge possessed by each individual child.

The remaining features of the new regulations may be summed up briefly: The standard of exemption, by the unanimous consent of all concerned, has been raised to the Fifth Standard; handwork, which under the Manual and Technical Elementary Instruction Act of 1895 might be introduced into any public school, may now be substituted for certain other subjects, and therefore may be introduced into a school without increasing the burden laid upon the children and their teachers.

Except in respect of this change and of the transference of some of the subjects from the pass-group to the class-group, no change has been made in the requirements of the syllabus, as it was considered that time should be allowed to gauge the effect of the degree of freedom afforded by the new regulations. Undoubtedly, however, especially in smaller schools, the number of compulsory subjects is such as to affect prejudicially the quality of the instruction, and relief might be with advantage granted to both teachers and taught. The syllabus of some of the subjects, moreover, requires revision in the light of recent experience and of current ideas.

It has been thought well to postpone consideration of the syllabus until after the conference of Inspectors which it is proposed to hold in Wellington about the end of January, 1901.

In view of the great importance of the recent change in the rules for inspection, the following extracts from the reports of inspectors of schools for various districts, published by the New Zealand Government in 1900, will be read with interest.

Mr. D. Petrie, Chief Inspector to the Auckland Board of Education, wrote as follows in March, 1900:—

As the past year proves to be the last of the old educational *régime*, I may take a cursory glance at its merits and defects. The standard-pass system as heretofore organised certainly secured a very considerable measure of accuracy and thoroughness of instruction all round. It encouraged teachers to do their best to advance the duller scholars, and kept up a very fair average of attainments throughout every class of every school. These are all good ends in their way. The system had, however, grave inherent defects. It tended to foster a mechanical spirit in the teaching, by making teachers and pupils think more of passing an examination, of attaining a medium average of proficiency, than of the mental training and discipline to be gained by the teaching processes applied. It tended to concentrate effort and attention in the backward or irregular pupils, to the comparative neglect of the brighter spirits, whose training might easily have reached a higher pitch under more genial conditions. It also created a period of forced study, of stress and strain, during the few months preceding the examinations, that was at once hurtful to true education, and undoubtedly lent colour to the outcry against "cram." To pupils the system was in some respects unfair, for it gave an importance and finality to a single examination that could not be warranted, and above all created a grossly exaggerated distinction between the merits of pupils who passed and those who failed. For it should be clearly understood that the great majority of those who failed at the standard examinations were not greatly inferior in attainments to many of those who passed. I am glad that the standard-pass system has now been so greatly curtailed, and may take to

myself some credit for having been the first to advocate this change. When the Hon. T. W. Hislop was Minister of Education, I brought the objections to the standard-pass system under his notice as forcibly as I could, and at the first conference of Inspectors I took ineffective action in the direction of a change. In recent years I said little on the subject because I felt it to be discourteous for Inspectors to be continually opposing the settled, though (as I believed) the mistaken, policy of the Education Department. The battle had to be fought out by others, whose action was less open to misunderstanding.

Time and experience will tell how far the new arrangements are suitable, and likely to foster a true spirit of education in the public schools. Their success will depend more than ever on the ability, skill, and fidelity of head teachers, and I trust they will as a body rise to the height of their enhanced responsibilities. It is, however, clear that the evils of the old standard-pass system have not been removed, they have only been mitigated. So long as the passing of the standards depended on an Inspector's examination, it had to depend on the application of a single test with all its uncertain issues, for he could not possibly examine each school two or three times a year. But as soon as the determination of passes in Standards I. to V. is intrusted to head teachers, there is no longer any reason why the passing of these standards should depend on the issue of a single examination. It would surely have been wiser to make all promotions depend on the results of a series of periodical—say, quarterly—examinations. This course would get rid of all the objectionable features of the old standard-pass system. The element of accident or chance would be eliminated as far as practicable, the period of stress and strain and the encouragement to cramming would be removed, and both pupils and teachers would be encouraged to show equal application and steady earnest work throughout the year. It may be against the letter of the new regulations for head teachers to take account of their periodic examinations in determining passes in standards and promotions, but it seems in accordance with their spirit, and I hope head teachers will not fail to take account in this connection of the year's work, as far as it is available.

The safeguards for securing efficient teaching under the new *régime* seem to me sufficient, and the future of elementary education in the colony need not wear any other aspect than a hopeful one.

Mr. W. Hill, Inspector of Schools at Napier, referred to the subject in his report on the progress of education in Hawke's Bay, under date February 8th, 1900:—

The year under notice closes the system of examination that has been in force since the passing of the Education Act. In future the Inspectors and teachers will occupy widely different positions in relation to standard examinations. The needless detail will disappear from the Inspector's purview, and up to and including Standard V. the principal teacher will have the right to pass his own pupils, subject to a controlling veto by an Inspector. It would be premature to remark upon this new system of examination. Some four or five years have gone by since the privilege was conceded for the examination of Standards I. and II. by principal teachers. Under careful regulation the plan has worked satisfactorily, and, so long as care is taken to maintain the same average standard in the schools throughout each educational district, there is no reason why the same plan should not be observed for the higher standards. I am fully convinced that the mote has been the end of our past examinations, whilst the beam has been left unheeded; by this I mean that more heed has been paid to a defect in the case of separate pupils, whilst the methods of instruction and the dovetailing of plan throughout the standard course have been almost wholly neglected. Considering that the schools are subject to so much supervision, it is surprising to find such a variety of plans and methods of instruction even in the same school where more than one teacher is engaged, and children passing from class to class, not to mention from school to school, are placed under quite different methods in the

preparation of school work. One often hears remarks about the backwardness of children when admitted from other schools, but the fault rests more with the differences of system under which the pupils have been instructed. Even in subjects like arithmetic and history the methods in schools are so diverse that pupils are too often blamed on account of defects of plan which are permitted by principal teachers, who fail to realise that they themselves are responsible by their omitting to see that plans and methods are dovetailed from class to class and from standard to standard. The modified regulations will enable much more attention to be paid to the higher aspects of school training and preparation than has been possible hitherto, and if they lead teachers to take a wider view of their duties in relation to school life and its effect upon the future of the country a great good will have been accomplished. It is assumed that those who are entrusted with so much responsibility have acquired the art of their profession, and are capable of carrying that art into the work of a school. I have no intention of naming schools by preference, but there are teachers under the Board who take the widest view of training and give as much heed to manners, forms of courtesy, and right conduct among the pupils as they do to the preparation of school subjects. There character comes to the front, and teachers who aim to bring the several aspects of school training into one harmonious whole, by making character the end of education, fulfil the highest duties as teachers of the young.

Mr. John Smith, Inspector of Schools for the Marlborough District, reported as follows :—

I view with much hopeful anticipation such of the recent alterations in the regulations for the inspection and examination of schools as will enable the teacher to give some consideration to the natural capabilities and requirements of his various scholars, and to classify them in accordance therewith. How far the welfare of the scholars and the comfort of the teachers will be promoted by the other important alteration—*i.e.*, the examination of their own scholars by the teachers—time alone will show. The latter change is not generally regarded by the teachers of this district as a welcome one, especially by those in charge of the smaller schools. The most important change made is that which gives head teachers the power to classify their scholars, not according to a rigid rule, but so as to suit their varying capacities. In judicious hands there can be no doubt that this will prove eminently advantageous to the scholars themselves, though adding materially to the difficulties and responsibilities of the teachers. The privilege thus granted to them also removes one of the most generally recognised faults of the standard system—*i.e.*, the vain attempt to force all varieties and degrees of mental calibre through precisely the same rigid groove in the same time—a feat which, if ever accomplished, can only be by means of a process which has been stamped with the obnoxious epithet of "cram," a much misused term, however, when indiscriminately applied to the work of all our teachers. Another most important change, and one that will perhaps give rise to much trouble and annoyance to a certain class of teachers in some localities, is that which confers upon them the power of examining for a pass all the standards except the sixth. If the teacher is thoroughly conscientious in the performance of this duty he will inevitably give offence to that numerous class of parents who believe that their own geese are swans of the most resplendent plumage, and are quite impervious to any argument based on a deficiency of intellect in their offspring. I have known cases where the parents of children afflicted with a weakness of intellect amounting almost to idiocy have loudly condemned the teacher for partiality, or even for incompetency, because the said children failed when the rest of the class passed. Hitherto the teacher has possessed an invaluable panacea for such complaints in the power (not, however, very frequently exercised), of attributing the failures of his scholars to the overstrictness of the examination, and has thus shared the burthen with if he has not transferred it entirely to the shoulders of the Inspector. As regards the thoroughness of the examinations under the new conditions, if I am to

judge by my experience of the examinations of Standards I. and II. by the teachers during the past few years, I can have no misgivings. The tests employed by the teachers in the examinations of these two standards have in all cases fully equalled, and in many far exceeded, in difficulty, those that I should have placed before the same classes; and, as I propose to require the tests set in all classes to be presented to me, any weakness in this direction would be at once apparent, and could be immediately rectified under Clause 6 of the Regulations. The effect of these alterations upon the work of the Inspector will not be very appreciable. Having still to examine Standard VI., as well as a fair proportion of the scholars in every class, there will be very little time saved inside the schools, though he will be freed from a large portion of the drudgery of examining the written work of the scholars—a business which has hitherto, at the larger schools, occupied him far into the night after the examination, and at the largest even longer. I do not think it will be advisable, either in the interests of scholars or of teachers at the household and smaller aided schools, to depart greatly from the method of examination hitherto followed, and in such cases I intend to examine the upper standards myself. In dealing with the other schools my action will be influenced by my knowledge of their past progress and efficiency, aided by the observations made during my visit of inspection.

Mr. A. J. Morton, Inspector of Schools in the Westland District, wrote as follows:—

The work of the ensuing year will have special interest owing to the new conditions under which it will be carried on. In the large schools of the Colony the change will be very welcome to both teachers and Inspectors. The former will possess greater control in regard to irregularity of attendance and to the effect of very backward pupils on the various classes, which will become more homogeneous. The Inspectors will be spared time and energy for more important duties. In smaller schools, too, where the responsibility of the promotions of pupils will fall to a larger extent on the Inspector, more freedom is allowed under the new regulations. It will be possible, in cases of irregular attendance and backwardness in one or more subjects, to arrange that the work of other pupils shall not be retarded by the necessity, formerly existing, of presenting every pupil in the standard succeeding the one already passed.

While these valuable benefits exist, there is no doubt that in most cases where a school is in charge of a sole teacher, and occasionally even in others, it will be necessary for the Inspector to assume the responsibility, granted by one of the regulations, of the promotion of the pupils. In such schools the danger is always present that teachers will allow parental influence to induce them to promote pupils unduly. Those in charge of the aided and other small schools have frequently had, before appointment, no training whatever, and their attainments are confined to a pass in the Sixth Standard. It is therefore very advisable to allow the passing of the scholars to remain in the hands of the Inspector. Indeed, as in this district the schools are mostly small, the system of testing individually the progress of the pupils will be modified to a very small extent.

Messrs. Wood, Anderson and Ritchie, Inspectors of Schools for the North Canterbury District, wrote as follows:—

The most interesting and important feature of the year has undoubtedly been the issue, after a considerable amount of discussion, of amended regulations to come into force immediately. On a number of the topics involved we have already expressed opinions pretty fully, and it is therefore scarcely necessary here to do more than review the prospective changes in their relation to the Inspector's duties, and in one or two other closely-related aspects. For some years past the Home authorities have been gradually substituting inspection for examination in judging the

efficiency of schools, and the change has been received with a chorus of congratulation broken only by a few solitary voices of warning. Inspection as understood, however, in English schools at present is hedged in with elaborate precautions which our form of control would find difficult of enforcement in New Zealand, and one vastly important consideration is ever present—that in England the payments from the public funds, made to the school managers for the purposes of the school, vary with the degree of efficiency, and may be withdrawn altogether under exceptional circumstances. Nothing like this power of the purse exists in New Zealand, and the greatest caution has therefore to be exercised in any attempt to transplant arrangements which have met with approval under widely different conditions. We are ourselves of opinion that, whatever be the ultimate form of an Inspector's duties, inspection pure and simple can never prove sufficient, and we fully expect that a few years more will see an English reaction in favour of a greater element of examination than is now the practice. The Inspector, especially when he takes the form of an examiner, we all know is a nuisance, and we can hardly suppose that any place will be found for him in the general scheme of things in the happy millennial days, but in the meantime he is necessary, and necessary not only as the observer and reporter of the ordinary course of school work, but as the inquirer by means of special tests into the mental progress made by the pupils under the teachers' instruction. It does not by any means follow, however, that the Inspector as an examiner should conceive it his duty to ascertain and record, with a view to promotion, the individual proficiency of every child subject to his inspection. That is the conception that has for many years determined the practice in New Zealand, and it may be a surprise to some people to learn that such an undertaking belongs properly to the head teachers of the schools themselves, and forms no part of an Inspector's legitimate function. The conception has had, however, advantages as well as disadvantages, and if it is a wrong one, the Inspector has probably been as great a sufferer as any person concerned. In future the head teachers will exercise this, their proper function, with certain precautions which we think are wisely provided, and the Inspectors, while not exempt from the obligation of examination in the formation of judgments, will save, in the larger schools at least, a certain amount of time and labour which might profitably be otherwise bestowed.

It is this alteration in the respective duties of Inspector and head master that has probably been most prominent hitherto in the minds of teachers when they have urged a claim for "freedom of classification"; but the expression has also been used in an authoritative way to summarise, with a somewhat different connotation, the changes at present contemplated. The expression is a fine mouth-filling phrase with a pleasant suggestion of tyranny subverted, and the different meanings it may bear will repay inquiry. In one sense the teachers have enjoyed the privilege for a number of years, as it has long been expressly laid down that "for the purposes of instruction the principal teacher of a school shall have full discretion to arrange his pupils in different classes for different subjects, according to their ability and proficiency in the several subjects, and according to the number of available teachers," &c. This recognises for instruction purposes a subject classification, and that little or no use has ever been made of the permission given is set down with more or less truth to the fact that at the same time "for purposes of inspection and examination every pupil in the school must be considered to belong to one of the standard classes" as previously defined. The amended regulations, in their original form as first proposed, abolished the standard of average attainment with a view to the encouragement of a greater use of a classification by subjects. In doing so, however, it seemed to us to be opening the door to very serious abuses, and this subject classification on further examination was found to be by no means the entirely desirable thing it had appeared to be. It is open primarily to the objection that in the elementary school, so far at least as the commonly understood elementary subjects are concerned, specialisation on the part of the pupil is by no

means desirable, and, secondly, it is in a large measure impracticable. In the small school, where several classes have to be taught by the same teacher, the necessities of the time-table arrangements forbid a subject classification; and in the large school, with a large number of classes, and a separate room for each class, considerations of discipline stand in the way. If, then, a subject classification, which at first sight appears so attractive, is impracticable in the smaller school, and to be sparingly resorted to in the larger, and to be, further, from an educational point of view, at the least of very doubtful expediency, we have found ourselves unable to see why the very substantial guarantee that a standard arrangement provides should be abandoned in its favour. As the outcome of the objections accordingly made, some modifications in the first proposals have been made, effecting a compromise. A standard of average attainment at the several stages has been recognised in a limited number of subjects, while outside this group the teacher is at liberty to classify his children in the different subjects as he pleases, and the Inspector is bound to examine them as they are so classified for instruction. The newer arrangement is, we think, quite a workable one, and has capabilities for fruitful developments; but the value of the whole appears to us to be endangered by the extremely limited character of the standard of attainment prescribed in Standards III., IV., and V., forming a very frail foundation for promotion. We have elsewhere made representations on the subject, and we earnestly trust that in this respect the scheme will be reconsidered in time to save the schools from starting a fresh career on a false basis.

Messrs. Goyen, Fitzgerald, Richardson and Bossence, Inspectors of Schools for the Otago District, reported as follows:—

We are glad to know that the system which imposed upon us the duty of determining the "passes" is now practically no more. It has undoubtedly done good work, but it has long survived its usefulness. We have for some years recognised this, and have judged the character of the instruction by a method that is almost identical with that now adopted by the Education Department. To comply with the regulations we have "passed" or "failed" according as individual pupils seemed to us to merit the one mark or the other; but we have so examined as to discover not so much the attainments of individuals as the general character of the instruction given in the classes. Henceforth we shall be almost entirely concerned with the general efficiency, and hardly at all with the passing of individuals. There will still be examinations for promotion; but they will be conducted by the teachers, than whom none should be better able to judge of a child's fitness or unfitness for removal to a higher class. This arrangement undoubtedly adds greatly to the responsibility of teachers; but the responsibility is inherent in their position, for the possibility of efficient class instruction is entirely dependent on good classification, which is dependent on the classifier's knowledge of the attainments and capacities, mental and physical, of the children who are to be grouped together as a working unit. From year's end to year's end the teacher is in almost daily contact with his pupils; he should know them through and through, and be better able than an Inspector, however competent the latter may be, to place them where they can work with most advantage to themselves and without hindrance to others.

Under the new system there will probably be at first some, perhaps much, friction, for not a few parents will press for their children's promotion, no matter what judgment the teacher may have formed of their attainments. Such pressure must be resisted, and no teacher should promote a child who has failed to take a good place in his monthly, quarterly, and annual examinations. If the child is not made to feel that, to get promotion, he must win it, there will be an end to the healthy emulation that has in the past been excited by the Inspector's test. This would, we are sure, be a distinct loss, for one of the chief merits of the old system was that it stimulated the children to work eagerly for annual promotion.

Under the old system it was assumed that all the pupils of a standard were required to do the same work in the same order and at the same rate—requirements possible of fulfilment only where there are equal attainments at the beginning, equal home advantages, equal mental and physical capacity, and equal regularity of attendance. But this uniformity nowhere exists, and this is recognised more fully by the new than by the old regulations. A considerable number of children of equal mental endowment differ widely in aptitudes, some being quick in English and slow in arithmetic and some slow in English and quick in arithmetic. Such children it is difficult to work in line for a whole year without overpressing now those who are inept in English and now those who are inept in arithmetic, and this is not only recognised but emphasised by the new regulations. Accordingly, they impose upon the teacher the duty of securing approximate equality of attainment and aptitude by adopting a separate classification in English and arithmetic, thus providing for the grouping into working units in each of these subjects respectively only such pupils as possess equal, or approximately equal, attainment and aptitude in it. The question of attendance and, to some extent that of home advantages, lies with parents; but innate capacity, whether mental or physical, lies beyond both them and the teacher. Where nature is against us, little can be done; but in so far as equality of opportunity is controllable by parents and teachers, it should be controlled. Most teachers are alive to their duty in this matter; but, unfortunately, no inconsiderable proportion of parents are, we regret to report, largely insensible to theirs; they do not realise the necessity either for regular attendance or for home assistance and sympathy. British freedom is an excellent thing; but when it is claimed and practised by parents to the extent of depriving their children of the means of qualifying for citizenship and of hindering those of others in their efforts to qualify, it degenerates into license and should not be allowed. More than one-seventh of our pupils are always absent from school. Irregular attendance is the most distracting factor in our school economy. It retards the progress even of pupils who attend well; it depresses the spirit of the schools; it causes friction between teachers and pupils and between teachers and parents; and it adds immensely to the difficulty of discipline and control. It is, indeed, an unmitigated evil. Country Committees are not unnaturally, unwilling to face the enforcement of the compulsory clauses; enforcement, however, is the only effective way with inveterate defaulters. Who should face it?

The discipline and *moral* of our schools are very good. Willing obedience, orderliness, honesty, good manners, and good temper are, so far as our observation extends, the rule within the limits of the school ground; and, though in the streets and on the roads we not infrequently note an absence of easy politeness, we hardly ever see an instance of actual rudeness. The factors operating on the ethical side of school life are—(1) the influence of the teacher, and (2) the influence of home and local environment; and it is only when both of these make for good that we can reasonably expect to see good conduct exemplified in the totality of the child's life. In estimating conduct we should keep this in view; and, in considering the relation of the teacher thereto, we should remember that the children spend only about one-seventh of their brief school life within his ken.

During recent years the public mind has greatly changed on the question of school and home discipline. Formerly it erred on the side of severity; it now errs on the side of lenity, if not of laxity. "Rule by love" is now the maxim. It has a fine sound, but the teacher who should attempt to found his government upon it alone would certainly fail ignominiously. A considerable proportion of children are amenable to the discipline of love; but he has little knowledge of juvenile human nature who does not know that no small proportion are amenable only to the discipline of compulsion. Children would not be children were that not so, and it is absurd to credit them with qualities they do not possess. The average child is much more disposed to gratify his own inclinations than to yield himself to the rule of another, be it that of teacher or parent. Though he may be an angel in the

making, he is a long way short of being an angel wholly made; and it is unreasonable to stigmatise as harsh and cruel the teacher who, when the discipline of love and persuasion fails to compel to right conduct, resorts to that of physical force. To maintain effective working discipline in a class of from sixty to eighty pupils of as many different temperaments is no easy matter, and we should like to see those who make light of it try their hand at it for a day or two. The average child has little love for intellectual conquest; real mental discipline is disagreeable to him; he shirks it whenever and wherever he can. But without mental discipline there is no education, no adequate training in what constitutes a large part of life—namely, the doing of disagreeable work willingly and cheerfully. What follows? That with the average child there must be compulsion, wise compulsion it should be, but compulsion all the same, to do with all his might what is disagreeable or even repulsive to him. Effort, strenuous effort, is of the very essence of education; and, when and where it is not given willingly, it must be compelled. Here is the point at which lies the parting of the ways: the skilful teacher will compel wisely, the unskilful unwisely; but even unskilful compulsion is for the child better than none at all. To few is it given to be entirely successful in every department of their work, and we plead that parents should try to realise the great difficulty of teaching large numbers, and be slow to take the part of the children against the teachers, even when they feel that the teachers are in the wrong. Most parents are familiar with the difficulties of family management. Let each multiply his difficulties many times, and he will get a faint notion of those of teachers.

Cadet corps.

Last session a vote of £400 was passed for the purchase of 2,000 model (or dummy) rifles for use in public schools These were obtained, and were offered (see Appendix, p. 110) on simple conditions to Education Boards for supply to those schools where cadet companies should be formed. The issue of the models so far has been as follows: Wellington, 613; Nelson, 182; Westland, 80; Grey, 60; Taranaki, 40; North Canterbury, 36. The Industrial Schools at Burnham and Caversham have each received 50. The use of these model rifles seems to give greater interest to the drill, paving the way for the general instruction of the youth of the colony in the elementary principles of national defence. To carry out the ideas more fully it will be necessary to provide trained instructors so that the teachers of the schools may be able to drill their pupils in an efficient manner. In order to place all matters connected with cadet corps on a proper and uniform footing it has been decided that all such matters, including the management of cadet corps in the secondary schools, shall be under the control of the Education Department.

Rules for Loan of model rifles.

The following circular, issued by Mr. George Hogben, Secretary for Education, from the Education Department, Wellington, to the Education Boards on January 15th, 1900, gives the rules under which model rifles are issued on loan to Education Boards for use in public schools:—

1. To qualify for a loan of model rifles an Education Board must make regulations approved by the Minister, providing, *inter alia*,—

(*a.*) That each cadet company shall have a minimum strength of thirty-five of all ranks, classified approximately as follows: One captain, two lieutenants, one colour-sergeant, three sergeants, one bugler, twenty-seven cadets; officers to be appointed on the recommendation of the headmaster.

(*b.*) That as a rule no boy shall be enrolled in a cadet company who is under the age of twelve; but that in exceptional cases younger boys may be enrolled provided that they are not under 4 ft. 7½ in. in height, and are otherwise physically fit.

(*c.*) That, subject to the supply being adequate, a model rifle will be issued to each cadet in a regularly formed company on the headmaster's undertaking to provide for its proper care and custody, and for the payment of 4s. for its replacement if it should be broken or damaged otherwise than by fair usage.

(*d.*) That every worn-out rifle shall be returned to the Board's office.

(*e.*) That cadets shall not take their rifles from the precincts of their schools except for an authorised parade or manœuvre.

(*f.*) That the rifles shall always be kept clean, dry, and in good order; and that after use they are to be cleaned and placed safely in racks provided for them.

(*g.*) That companies shall be drilled not less than half an hour twice a week, or forty-five minutes once a week; and that physical and company drill shall form part of their work.

(*h.*) That the drill-book used shall be "The Drill-book; By Authority," or other recognised manual on the subject.

(2.) At the beginning of each year the Board shall send to the department a copy of its regulations for the organisation and control of public-school cadet companies, a statement of the number and strength of the cadet companies in the district, and a statement of the number of model rifles in stock in good order and condition.

(3.) Rifles that become worn out are to be returned to the department and if they appear to have received fair usage may be replaced by new ones.

(4.) The department will not undertake at present to supply model rifles except to cadet companies actually formed under regulations made hereunder.

(5.) The department reserves the right to ask at any time for the return of model rifles supplied on loan to any Board, if it should see reason for doing so.

Nature study and teaching of the elements of agriculture.

As much attention is now being given by students of education to the question of nature study in elementary schools, and to the teaching of the elements of agricultural knowledge to country children, the following remarks on the subject, submitted in their last report by Messrs. Goyen, Fitzgerald, Richardson and Bossence (Inspectors of Schools for the Otago District), will be read with interest.

There is improvement in the methods of giving object and science lessons One of the chief aims of instruction in nature-knowledge is to excite in children interest in the things and phenomena of the district in which they live. The exposed rocks, the water-worn stones, the hills, the valleys, the streams, the wild flowers, the insects, the birds, all contribute material for interesting and profitable study. The teacher who can read the book of nature does not need to go far afield for subjects, nor does he need a lot of expensive apparatus.

We are seldom satisfied with the treatment of the elements of agricultural knowledge. What is learnt is for the most part learnt from text-books, and rouses no interest in rural life and occupations. The department's syllabus is in the main an excellent one; and, though it involves some knowledge of all the sciences, it involves little that cannot be learnt

by observation and easy experimentation. Plants and insects abound. Why not examine them instead of pictures of them? The soil is always present, and its mechanical, but not its chemical, analysis is easy to any one. How it is formed stares us in the face everywhere. Why restrict the work to the text-book when the book of nature lies open to the reading eye? There is the soil of the school ground; why not experiment with it, instead of learning from the text-book what will happen if we do so-and-so? We have only to plant a few beans or other seeds, and examine them at suitable intervals to see all the phenomena of germination, and only to put a spray of green leaves into a tumbler of water, invert the tumbler in a shallow dish, and put it in the sunlight to see part of the phenomena of respiration; and so on with scores of other things prescribed for study by the department. Why not see for ourselves instead of learning about what others have seen? What we have to do is, not to teach farming, which we are wholly unfitted to do, but to rouse in children keen interest in and love for all kinds of rural life and work, to generate in them habits of accurate observation, and to lead them to such first-hand knowledge of Dame Nature and her wonderful ways as shall enable them, when they enter upon the practice of farming, not only to press her into their service, but also to find

> "Tongues in trees, books in the running brooks,
> Sermons in stones, and good in everything."

School books

The following circular of the Education Department, Wellington, issued to the Education Boards in July, 1899, touches on the question of uniformity of school books.

The question of uniformity of school books has been brought under the attention of the Minister of Education.

The Minister deems it unlikely that the want of uniformity in school books would often create serious inconvenience through removal of children from one education district to another; on the other hand, he thinks that hardship might frequently be caused thereby through the removal of pupils from one school to another within the same education district; and he wishes to point out that this matter would be set right if every Education Board would see that the chief books, especially the Readers, were the same in all schools under its jurisdiction.

Under the regulations just issued the number of series of Readers authorised has been reduced from ten to six, but the Minister considers that there is still ample choice to enable Boards to suit the wants of their respective districts; and he desires me to call the attention of the Boards to the obligation imposed by the regulations of confining their choice of books to those contained in the list of authorised school-books.

I might suggest that the hardship that sometimes ensues when pupils are moved from one education district to another would largely disappear if Boards would adopt some such plan as that of buying from pupils second-hand books in good condition, the books so bought being either sold again or kept to be used as supplementary Readers when the Readers in use were changed.

GEORGE HOGBEN, Secretary for Education.

Southland Inspectors' review of educational progress during the past ten years.

The following retrospective glance over the progress of education in the Southland district during the decade 1890—1900 is of special interest. It appeared in the report dated March 16th, 1900.

We do not propose on this occasion to enter into any detailed criticism of the manner in which the subjects of instruction have been treated in the schools. It will be more fitting, and perhaps more profitable, in view of the introduction of a revised syllabus, marking as it does an epoch in the history of primary education in this Colony, to take a retrospective glance at some of the salient features of progress in connection with our schools

during the past ten or twelve years, and thereafter to examine the contents of the revised syllabus as shaping the course of primary education in years to come.

Among the more prominent items of progress introduced during the period we desire to pass under review the following may be mentioned:—

(1.) There has been a gradual but steady dispersion of highly qualified teachers throughout the district. Of such the towns absorb but a small proportion, the result being that the majority seek appointments where haply they may be found, thus distributing themselves evenly throughout the length and breadth of Southland. The significance of this diffusion of teaching capacity cannot be overestimated, for by this means unquestioned fitness to teach is to put at the service of the remotest settlers.

(2.) In all the schools there has been improvement in the methods of teaching. This is perhaps most noticeable in the instruction of the lower classes. There is hardly a school in the district into which kindergarten methods, or at least some of the principles of teaching given to the world by Pestalozzi and Froebel, have not been introduced. This may seem an inconsiderable step, but it is really of extreme importance. The foundation of technical education is laid by the application of kindergarten methods; in truth, kindergarten is technical education in a pure though elementary form.

(3.) Within the same period there has taken place marked improvement in the quality of the candidates for admission to the ranks of the pupil-teachership. At the beginning of the period almost the sole qualifications of candidates for this office were some practice in teaching and a Fifth or Sixth Standard pass. At the present time, for every vacancy that occurs the Board receives applications from young people who, in addition to passing their standard examinations and having had some practice in teaching, have matriculated, passed the Junior or Senior Civil Service examination, or secured the teacher's D or E certificate. Many of these candidates have, moreover, been holders of Board's scholarships, and so have the additional advantage of having had a course of education at the local high school. Thus the ranks of the teaching profession are filled by the pick of our scholars, and a department of the public service is supplied by a process of rigorous selection.

(4.) There has been established between the primary and secondary schools a closer relation than had previously existed. What with Board's scholarships, liberal grants of free education by the High School Board, and the determination of parents to give their children a course of secondary education at all costs, large drafts of pupils from every part of the district find their way annually to the high school. If the educational ladder, the path from the primary school to the university, is not complete, it is not the fault of those entrusted with the administration of educational affairs in this district.

(5.) As might be expected, much advance has been made in the direction of supplying the schools with suitable apparatus and appliances. We heartily wish, however, that we could record greater progress in this important branch of school administration.

(6.) It is only a just tribute to the Committees to say that among their other duties they have not been unmindful of the appearance of the school buildings and grounds, and of arrangements making for the comfort and enjoyment of the children. There are, indeed, but few cheerless or neglected looking schools in the district.

(7.) Last but not least, though this is an indication rather of the material prosperity of the district than of progress in education, the roads leading to and from many of the schools have been improved almost beyond recognition.

Turning now to the syllabus, we may remark that, while we bid good-bye to the old order of things without regret, we must not fail to

recognize its merits. Recently a prominent educational authority averred that our New Zealand education system was no system. This statement we take to be just the reverse of the truth. If anything, the organisation of our primary education has been too systematic. From its very nature it possessed the characteristic merits and defects of rigorous system. The merits of the system consisted in the thoroughness and in the strenuous effort towards certain definite ends that it demanded of the teacher. Its demerits consisted in the chill atmosphere of routine and the dull monotony of mechanical methods into which in the hands of all but the most skilful it was apt to degenerate. Teachers, we may be sure, did not manifest these defects by choice. They were compelled willy-nilly to do so by the daily march towards the annual examination. After all, these defects were an accident of the system, not its essence. To say without qualification that the system has been a failure would be tantamount to saying that thousands of young men and women in the Colony are but indifferently fitted to perform their appointed tasks—a statement, surely, that no one will hazard. Thoroughness and steady effort are essential elements in the foundation of character. It is one of the risks to which the new system exposes us that this fact may to some extent be lost sight of.

Regarding the revised syllabus we may say, without committing ourselves to any decided opinion as to how it will work out in practice, that we are in entire sympathy with the general tenor of its provisions. The chief of the new provisions are these :—

(1.) The arrangement of pupils in classes and the promotion of pupils from class to class are entirely in the discretion of the head master.

(2.) The standard of exemption has been raised from Standard IV. to Standard V., and special provision is made for the examination of pupils desiring exemption certificates.

(3.) In Standard VI. alone will the examination of pupils for certificates of proficiency be entirely in the hands of the Inspector : this doubtless with a view to the production of independent testimony of ability by pupils applying for situations in a public or private capacity.

(4.) The standard subjects have been rearranged, the grouping now being —A. Pass-subjects : (1) English, comprising reading, spelling and dictation, writing and composition ; and (2) arithmetic. B. Class-subjects : Geography, drawing, grammar, history, elementary science and object lessons, recitation and handwork. C. Additional subjects : Singing, needlework and drill. This is the arrangement of subjects for all classes except Standard VI., in which geography and drawing are retained as pass-subjects. Mental arithmetic and comprehension will again be taken as an integral portion of arithmetic and reading respectively, a position from which we have always maintained they should never have been divorced.

(5.) As has been done hitherto, the Inspector at his annual visit will report on the condition of the school, with this fundamental difference : that the individual pass drops entirely out of sight. The annual report will record in general terms the Inspector's estimate of the quality of the work done in the pass- and class-subjects, the amount and quality of the work done in the additional subjects, and the efficiency of the instruction in the preparatory classes and the class above Standard VI. The Inspector will have further to report on the discretion shown by the teacher in his classification and promotion of pupils.

(6.) Distinct recognition is given by the syllabus to the class above Standard VI.

(7.) The conditions for the promotion of pupils to higher classes have been rendered less stringent than they have hitherto been. The only subject in which an absolute pass is uniformly insisted upon is reading, Standard VI. alone being an exception.

(8.) The Inspector may, if he deems it necessary, make an independent examination of the whole school.

(9.) The inspection report will take the same form as before, except in two respects: (1) The list of text-books in use will be reported on; as will also (2) the condition of the apparatus and appliances—a provision agreeing with a recommendation we made in our special report on the first issue of the revised syllabus.

The revised syllabus has been prepared with a view of bringing our school work into agreement with existing social conditions and with the spirit of the times. What appear to be its most beneficent provisions to those actually engaged in the work of education are the following: To the pupil it brings relief in the form of less rigorous examination, and variety of occupation in the form of handwork. Many a child whose mind is irresponsive to ordinary instruction, whose store of nerve energy is scant at the centres of thought, but plentiful at the tips of his fingers, will now be solaced by an occasional hour's "learning by doing," during which his natural tastes may freely manifest themselves. Again, pupils who excel in any subject—arithmetic, for instance—need not keep marking time till their slower classmates come into line. The frequency of their promotion will be in proportion to their own diligence. Once more, supreme importance is attached to the subject of reading, the full import of which provision will not be adequately recognised till girlhood and boyhood merge into youth, and youth into womanhood and manhood.

The advantages of the revised syllabus to the teacher may be summed up in a single word, and that is the word "freedom." His individuality will now have a better chance of asserting itself in those directions whither his natural bent and abilities lead him. He will be able to study to a greater extent the tastes and temperament of individual pupils, promoting the brighter while not unduly hurrying the more backward. Acting more largely on his own initiative, and recognising the larger trust that has been reposed in him, he must perforce develop an increase of originality, penetration, and power in grappling with the problems of his profession.

The Inspector's work will be modified in several important directions. At his annual visit he will have less ground to cover, though no less work to do. His examination will be directed more to the discovery of the quality of the instruction imparted than of its amount. He will have more time to study the school not merely as a cunningly devised machine mechanically turning out a certain product, but as, under the control of the head master, a self-determining agency striving to launch pupils into life strong and sound in body, mind, and character.

It is said that Bismarck, on being asked after the battle of Sadowa who was the best general, instantly replied "The schoolmaster." The story may be apocryphal, but its appositeness is shown by the growth of the German Empire. If New Zealand is to take her legitimate place among the nations of the earth it can only be by the schoolmaster doing his part well. It may gravely be questioned whether the estimation in which the teacher is held, and the sympathy extended to him, is at all proportionate to the importance of the mission he is called upon to fulfil. Beset on every hand by petty difficulties, sensible at every turn of patent failure, feeling that the attainment of his ideal recedes with the flux of time, he may at least take refuge in the just reflection that his part in shaping the nation's destiny is second to none.

Recalling ourselves for a moment to questions more directly practical and pressing, we venture to urge the Board to keep the following in view:—

(1.) There is a clamant need in our schools for more apparatus and appliances. Agricultural science, for instance, a subject lying at the root of the development of the staple industry of the colony, is generally taught through the sole medium of a text-book. For sheer impotency this proceeding would be hard to match.

(2.) In our annual reports we have over and over again referred to the desirability of making our pupils proficient in swimming and military drill. We again urge the Board to take some decided step in these directions, especially as so much could be done at a slight cost. Regarding military drill we take leave to quote what we said in our report for 1895: "We again observe with regret the apathy shown in the district in the matter of military drill: the time may come when those in authority will marvel why such sleepiness had been shown in a concern so vital to the national existence."

(3.) In view of the introduction of handwork into the course of instruction we would recommend the Board to take steps to popularise the subject among the teachers, and also to recognise in some special way the efforts of teachers that treat the subject successfully.

(4.) The passing of the new scholarship regulations rightly marks out for a small proportion of our pupils a professional career. All, however, cannot travel by that route. If the needs of the community are to be studied there should be further specialisation into (1) a commercial course, and (2), a mechanical course. This matter takes us beyond our special province. We merely mention it as a problem for solution.

Free meals.

There is no provision of free meals for needy scholars attending the public schools. It is believed that the children are all well fed, and that if ever one of them is observed to be indifferently clad its wardrobe is soon supplemented by private benevolence. Destitute and neglected children are dealt with under "The Industrial Schools Act," and so come under the guardianship of the State, which takes care that they shall be properly housed, clothed, and fed, and strictly enforces their attendance at school.

Evening Continuation schools.

The Education Act, 1877, allows any headmaster, with the approval of his committee, to open evening classes for pupils over thirteen, and to charge fees; but hitherto very little advantage has been taken of this provision. A Bill to provide for the establishment of continuation schools and classes by the Education Boards was introduced at the last session of Parliament in 1897, but did not become law.

Maori schools.

In 1899 there were 85 village schools maintained and controlled by the Education Department for the benefit of the Maoris (the aboriginal race of New Zealand) in places where no public schools have been established by the Boards. Sixty-five of these schools were under the charge of masters, and twenty under the charge of mistresses. The number of assistant teachers was 63, and of sewing-mistresses 11. The headmasters received salaries ranging from £100 to £275; headmistresses from £61 to £187; the salaries of assistants, who in nearly all cases belong to the family of the head-teacher, ranged from merely nominal amounts to £50. The number of children on the rolls on December 31st, 1899, was 3,065, or 93 more than in 1898. The course of studies at the Native schools differs to some extent from the public school course, and the standards of examination are somewhat lower in certain subjects, in view of the fact that the Maori pupil has to acquire the English language in addition to his own, and that all the

instruction is given in what is to him a foreign tongue. Maoris are admitted into the village schools below the age of five and are allowed to remain in them after the age of fifteen. Besides the Government schools there are eight denominational schools subject to inspection by the Education Department, of which four are day schools and four are boarding-schools. At one of the latter there is a class for Maori boys preparing for matriculation at the University. At the end of 1898 there were 117 boys and 117 girls of Maori or mixed race at the boarding-schools, of whom 25 boys and 53 girls were holders of Government scholarships. The Education Department provides exhibitions for young Maoris who show ability to study with profit at secondary schools and university colleges. In 1899, 27 boys and 38 girls were scholarship holders or pupils at the four secondary schools, two were medical students at the Otago University, one a student at the Canterbury College, one held a hospital-nursing scholarship at the Napier hospital. Other promising young Maoris are apprenticed to trades at the expense of the Department. There were six such apprentices in December, 1898. For Maori boys who have left the village schools, three technical schools are being established. In these, at the request of the Maoris themselves, carpentry is to be the first subject of instruction. If the experiment succeeds, other subjects will be taken up and additional schools established. In some of the native village schools, hand-work has been enthusiastically taken up. The Government intend to provide a visiting teacher, or "organising superintendent," who will devote special attention to organising manual and technical work in the village schools and who, when his presence is required, will be able to stay for a much longer time in a school than it is possible for the Native-school Inspectors to do. The total Government expenditure on Maori schools in 1899 was £23,031. Extracts from the "Native Schools Code" will be found in Appendix E., and extracts from the last report on Native Schools in the Supplementary Notes below. The latter contains an interesting review of the progress made in Maori schools during the last twenty years.

Education in the Chatham Islands.

In the Chatham Islands during 1899 instruction was given by three teachers and two assistants at five different centres, four on the main island and one on Pitt Island. The number on the roll at the end of the year was 54; the working average attendance, 45. The total expenditure was £389 15s. 6d.—namely, salaries and allowances, £265 16s. 3d.; building material, school furniture and requisites, and repairs, £79 10s.; inspection, £44 9s. 3d.

In order to afford opportunities for clever children in these islands to continue their education beyond a primary school course, the Government has offered to give any boy or girl qualifying under specified conditions a scholarship tenable at one of the recognised secondary schools in New Zealand.

Subsidies to Public Libraries.

By a vote in the session of 1899 a sum of £3,000 was granted for subsidies to public libraries; in 1898 the amount voted for distribution was £2,000. The method of distribution of the vote for 1899 was the same as that adopted in the previous year, as follows: A library to be entitled to a subsidy must be public in the sense of belonging to the public, and of not being under the control of an association, society or club, whose membership is composed of one section of the community only. If the library is within a borough, it must be open to the public free of charge. A subsidy is not given to more than one library in the same town. The whole of the subsidy must be devoted to the purchase of books. A nominal addition of £25 is made to the amount of the income of each library derived from subscriptions, donations, and rates, provided that the receipts for the year were not less than £2, and the vote was divided according to the amount thus augmented; but no library received credit for a larger income than £75—that is, in no case did the augmented amount on which distribution was based exceed £100. The net proceeds of concerts, lectures, or other entertainments given in behalf of the annual expenses of the library are regarded as voluntary subscriptions. The number of libraries participating in the vote was 312, which shows an increase of 27 over the number of libraries aided in the previous year. The amount of the subsidies ranged from about £23 to about £6.

II.—Secondary Education.

There are 25 corporate endowed secondary schools, subject to inspection by the Education Department. Eight of them are for boys, eight for girls, and nine for both boys and girls. The fees for tuition range from £6 to a little over £14 a year. At the end of 1899 there was a total staff of 145 resident and 51 visiting teachers, and the aggregate roll number was 1,744 boys and 979 girls. The year's income from rents and endowments amounted to £25,576, and the fees for tuition to £24,713. The expenditure on scholarships and prizes by the governing bodies of the schools in 1898 amounted to £2,726. The salaries of the teachers amounted in 1899 to £34,084. Education Board scholarships are held at the secondary schools by boys and girls from the public primary schools. The values of these scholarships range from £4 to £52 12s.

Further statistics of staff, attendance fees and salaries at secondary schools will be found in Appendix G below.

The number of private and denominational schools at the end of 1897 may be estimated at about 300, with about 6,500 boys and 9,100 girls. These schools cannot be classified as primary or secondary, as most of them partake of both characters. About 65 per cent. of the children attending private schools are at schools connected with the Roman Catholic Church.

III.—University Education.

University of New Zealand as examining body only.

The University of New Zealand is a chartered corporation consisting of a Chancellor, a Vice-Chancellor, Fellows, and Graduates. Its governing body is the Senate of 24 Fellows, including the Chancellor and the Vice-Chancellor. The fellowships are tenable for life, on condition of regular attendance at the annual sessions of the Senate. Elections to vacancies in the Senate are made alternately by the Fellows and by the Graduates in Convocation. The University is an examining, not a teaching, body, and certain teaching institutions are affiliated to it, viz.—Otago University, Canterbury College, and Auckland University College. A fourth college, Victoria College, at Wellington, was provided for by an Act of 1897.

Affiliated teaching institutions.

The number of graduates admitted or qualified for admission now amounts to 767. Of this number 384 have the degree of B.A. alone; 21 that of B.Sc. alone; 22 LL.B. alone; 37 M.B. and Ch.B. alone; 204 M.A. alone; 5 M.D. alone; 3 LL.D. alone; 1 D.Sc. alone; 2 Mus Bac. alone; 4 B.Sc in engineering alone. The graduates upon whom degrees in more than one faculty have been conferred are: B.A. and B.Sc., 10; B.A. and LL.B., 21; B.A. and M.B., Ch.B., 7; M.A. and B.Sc., 21; M.A. and LL.B., 15; M.A. and M.B., Ch.B., 2; M.A. and D.Sc., 3; M.A. and LL.D., 3; LL.D. and B.A., 1; M.A. and B.Sc. in engineering, 1.

The number of degrees authorised to be conferred after the examinations of 1899 was 76: B.A., 30; B.Sc., 8; LL.B., 8; M.B. and Ch.B., 11; Mus. Bac., 2; M.A. 15; D.Sc., 1; B.Sc. in engineering, 1. The number of candidates at the entrance examination for 1899 was 799; 397 sat at examinations for degrees, and 119 for professional qualifications not academical, making a total of 1,315.

The number of students at affiliated colleges in 1899 was 766, of whom 246 were women. Of these students, 515 were matriculated at the University of New Zealand. The numbers in attendance at the several colleges are as follows: University of Otago, 154 men and 48 women matriculated, and 39 men not matriculated; at Canterbury College, 80 men and 37 women matriculated, and 18 men and 47 women not matriculated; at Auckland University College, 82 men and 26 women matriculated, and 66 men and 46 women not matriculated; and at Victoria College, 57 men and 31 women matriculated, and 24 men and 11 women not matriculated.

Degrees.

The University has power to grant the degrees of Bachelor and Master in Arts, and of Bachelor and Doctor in Laws, Medicine, Science, and Music. The examiners for degrees in Arts and Science are appointed periodically, and are chosen from among men of eminence in their several departments in the universities of the United Kingdom. The delay involved in sending the candidates' papers home for examination is held to be amply compensated for by the prestige which attaches to degrees that

are conferred, not according to the judgment of local teachers, but upon the impartial decision of distant and eminent examiners. The University receives from the Colonial Treasury an annual subsidy of £3,000, one half of which sum it devotes to scholarships. Besides this statutory grant of £3,000 the University received during the year 1898 £2,667 from fees for examinations, £270 from fees for degrees and certificates, and £895 from interest, making a total of £7,025. The expenditure on scholarships and prizes was £2,041; the expenses of examinations amounted to £2,930, and the general expenses to £3,895, making a total of £6,825. The three local teaching institutions are endowed—the University of Otago and Canterbury College very handsomely. At the University of Otago the students in attendance in the year ending March 31st, 1900, numbered 241 (193 men and 48 women). The University of Otago maintains a staff of 24 academical professors and lecturers, Canterbury College eleven, and Auckland University College seven. University finance.

IV.—Technical and Professional Education.

Under the Act of 1895 a Board may authorise the holding of classes for manual training in any of its schools out of school hours; and a Board or other society or any qualified person may establish classes for technical instruction not in connection with the primary schools. Fees may be charged for admission to such classes, and the promoters may claim from the Government certain capitations on the attendance.

Classes for technical instruction, including art and shorthand classes, and classes for cookery and needlework, have been established at various centres by the Boards and by other promoters. Examinations have been held in connection with the Science and Art Department, South Kensington, and with the City and Guilds of London Institute; and at these examinations 1,067 papers were taken and 812 passes were obtained in 1898. The payments made by the Education Department on account of manual and technical instruction for the year 1898 amounted to nearly £4,650. (*See also* Supplementary Notes (iii.), below.) Technical Classes.

A summary of Mr. Riley's valuable report on Manual Technical Instruction issued in 1898 will be found in the Supplementary Notes to this Report.

On the subject of manual training and technical instruction, the Minister of Education writes as follows in his report issued in August, 1900:—

"It is not in the improvement of industrial processes alone that the general introduction of manual and technical training would produce good results, but in the gradual recasting of the whole educational system which it would involve—in the more complete adjustment of our intellectual and practical life to our actual environment which an enlightened scheme of this kind would certainly bring about. But the progress that can be recorded in New Zealand during 1899 is little if any; in some places the

movement has gone forward a little, in others it has gone back—in fact, no substantial progress can be looked for until substantial provision has been made by the Legislature for its encouragement.

"The new regulations for the examination of public schools give somewhat greater facilities for the introduction of hand-work into the course of primary school instruction; but without special grants for this purpose it is not likely that many Education Boards will be likely to encourage its introduction into their schools.

"The stimulus and encouragement afforded to students by the examinations conducted in the colony on behalf of the Science and Art Department, London, and of the City and Guilds of London Institute have been considerable, and our indebtedness to the authorities named is none the less because the examinations are conducted and prizes are given on the same terms as for students in the United Kingdom, at a comparatively small cost to the colony."

Schools of mines.

Three schools of mines, chiefly for the benefit of working miners, are maintained by the Government Department of Mines on three of the principal gold-fields of the Colony. The public expenditure on these schools of mines for 1897 amounted to £1,501.

There is no special institution in the colony for commercial instruction.

Higher technical education.

Higher technical instruction, on the professional plane is given at several corporate and endowed institutions—a medical school and a school of mines, forming departments of the University of Otago; a school of engineering and technical science forming a department of Canterbury College; and a school of agriculture, formerly governed by Canterbury College, but recently erected into a separate corporation.

Canterbury Agricultural College.

At the Canterbury Agricultural College, the staff comprises the director and four lecturers—(viz., in chemistry, natural science, applied mathematics, and veterinary science). The Governing Body consists of seven members, one of whom is nominated by the Governor, three are elected by the members of the Legislature and three are elected by governing bodies of agricultural and pastoral associations. The Governor is Visitor of the College. During 1899 thirty-four students were enrolled: the library was overhauled and re-classified: and many improvements were made for the increased comfort of the students. The following extract from the Director's annual report refers to the College farm and will be read with interest by students of agricultural education. The general and capital accounts are omitted here but can be seen in the report of the College as presented to the Minister of Education:—

Farm.—The farm is in good order, and is practically free from weeds. The gorse fences, which for the last six years had almost ceased to exist, have greatly improved during the past year, and, should the improvement continue, will afford the much desired shelter for stock in the winter months, and add to the general appearance of the farm.

The cereal crops for 1898–99 yielded the highest average obtained on the farm. This year the cereals, more especially the autumn-sown ones, look equally well, and promise to yield as abundantly as those of last year. The mangolds, comprising the principal different kinds on the market, promise to be an excellent crop; and so do the carrots and potatoes. The turnip-crop is satisfactory.

During the early part of the summer feed was scarce, owing to the cold weather then prevailing; now, however, there is a sufficiency of grass,

and with the roots and straw on the farm the winter for stock is already provided for.

A number of very valuable experiments were carried out throughout the year, and the results of these have been prepared in short tabular form, and will be appended to this report, which it is intended to disseminate amongst the various agricultural societies and newspapers throughout the colony. These comprise experiments with grain-crops, root-crops, cultivations, &c.; also with the different crosses of sheep for the production of fat lambs most profitable for freezing purposes.

As usual, a number of improvements have been effected throughout the year: boundary-fences have been erected; large spring-holes (dangerous to the safety of stock) have been filled; a rectangular shelter-belt has been partly planted; and the meteorological station has been changed.

The live-stock are steadily being improved, and sales are being effected to all parts of the colony. The cattle are as last year, consisting of a herd of Shorthorns, also two of each of the following breeds, which are kept for educational purposes, viz.: Aberdeen-Angus, Ayrshire, Hereford, and Jersey. An additional stud flock of Southdown ewes has been added, so that the stud flocks are now six in number, and consist of Border Leicesters, English Leicesters, Romney Marsh, Lincolns, Shropshire Downs and Southdowns.

This year a flock of 300 Lincoln-Merino half-breds were bought for experimental purposes, these being put in lots of fifty to rams of the following breeds, viz.: Shropshire Down, Southdown, Lincoln, Romney Marsh, English Leicester, and Border Leicester. The progeny of these will be sold in the local market, and the results tabulated, and, as the experiment of this year, sent throughout the farming community of the colony.

The live stock stand almost the same as for last year, and comprise—cattle, 89; sheep and lambs, 1,361; horses, 19; pigs, 62; poultry, 225.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending December 31st, 1899.

FARM ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Rent of land	10	0	0	By Farm wages (including share of Director's salary)	749	1	6
Sale of grain, &c.—							
Wheat	501	19	3	Students' wages ...	150	7	1
Oats	112	1	2	Trade accounts — Repairs, sheep-dip, corn-sacks, &c.	222	11	8
Grass-seed	70	7	10				
Linseed	2	7	3				
Peas	1	2	0	Seeds	34	8	1
Potatoes	24	7	0	Manures...	22	8	0
Sacks	31	0	9	Fuel	8	14	2
Sale of live stock—				Rates	35	4	9
Sheep	579	18	4	Insurance of farm buildings and implements	32	5	7
Cattle...	59	2	9				
Horses	32	0	0	Implements	42	10	0
Pigs	109	14	6	Farm contingencies ...	62	12	0
Sale of dairy produce...	185	4	5	Permanent improvements	18	14	8
Sale of wool	135	18	3				
Trade accounts — Sale of eggs and poultry, and dipping sheep ...	43	9	4	Lochead's drain ...	34	10	1
				Repairs to gates and fences	15	14	3
Farm contingencies — Prizes gained at show	6	17	0	Repairs to cottages ...	8	14	3
				Purchase of live stock—			
				Sheep	289	3	10
				Horses	26	10	0
				Pigs	4	0	0
				Balance carried to General Account ...	147	19	11
£	1,905	9	10	£	1,905	9	10

V.—Industrial Schools.

There are three Government industrial schools for the maintenance and education of destitute, neglected, and criminal children, and also three similar schools connected with the Roman Catholic Church, but subject to Government inspection and control. A child admitted to any of these institutions remains under the legal guardianship of the manager of the institution until he reaches the age of twenty-one years or is discharged. In the meantime he either resides in the institution or is boarded out with foster-parents, or, if of an age to be earning wages, is put out to service and lives in the house of his licensed employer. From the Government schools all children of suitable age and character are boarded out; many of the "inmates" never set foot inside the walls of the school from the time of their admission to the time of their discharge. Every house in which any inmate of an industrial school is boarded out is subject to inspection by a lady visitor and by an officer of the Education Department. The lady visitor reports monthly to the manager of the school.

Statistics.

At the end of 1899, there were on the books of all the industrial schools 1,668 inmates, or 114 more than at the end of the previous year—namely, 57 more on the books of the Government schools, and 57 more on those of the private industrial schools. Although all these 1,668 are legally classed as "inmates of industrial schools," only 590 were actually resident in the schools. There were 417 boarded out, 21 in various corrective institutions, and 5 in orphan homes: that is, there were 1,033 who were dependent on the State for maintenance. The remaining 635 were still under control and supervision although they were not dependent on the schools for maintenance; these were accounted for as follows: Licensed to reside with friends, 138; at service, 453; in hospital, 7; in lunatic asylum, 2; in the Costley Training Institution, on probation, 1; in the Auckland Blind Asylum, 1; in the Sumner Deaf-mute Institute, 1; in other institutions without payment, 7; in gaol, 4; absent without leave, 21 (11 from the schools, and 10 from service). Of those thus absent without leave, 11 were included in the number missing on December 31st, 1898. Out of the total number of 1,668 "inmates," 560 belonged to private industrial schools, and 1,108 were on the books of the three Government industrial schools—viz., Auckland, 89; Burnham, 524; Caversham, 495. Of those belonging to private schools (560), 390 were in residence at the institutions, 9 were boarded out, 69 were with friends, and 81 at service. The number in residence at the Government industrial schools was 200 (Auckland, 9; Burnham, 104; Caversham, 87); the number boarded out was 408 (Auckland, 44; Burnham, 158; Caversham, 206); there were 69 with friends, and 372 were at service.

The religion of the 227 children admitted during the year was

thus described: Church of England, 79; Roman Catholic, 86; Presbyterian, 48; Methodist, 9; "Protestant," 4; Salvation Army, 1. Out of the total number, 53 were from Dunedin, 51 from Auckland, 32 from Wellington, and 12 from Christchurch, or 148 in all from the four chief centres of population. Of the smaller towns, Greymouth is rather prominent with 22 committals; the committals from other small towns and country districts are in every case under 10 in number.

The table below gives the fullest details available regarding the character of the parents of children admitted during the year and in respect to the causes of committal. The Minister adds:—"It cannot be regarded as accurate in every detail; more especially as to the causes of committal it should be noted, as remarked in last year's report, that the clause under which a child is sent to an industrial school is by no means a reliable index of the child's moral character."

ADMISSIONS TO INDUSTRIAL SCHOOLS IN 1899, CLASSIFIED ACCORDING TO PARENTS' CIRCUMSTANCES AND CHARACTER.

		Precedent Condition of Children admitted in 1899.							
Fathers, described as	Mothers, described as	Destitute.	Vagrant.	Living in Disreputable Places.	Uncontrollable.	Accused or Guilty of Punishable Offences.	By Arrangement.	Under "The Infant Life Protection Act, 1896."	Total.
Dead	Dead	10	...	...	...	2	...	...	12
"	Good	5	1	...	1	5	...	...	12
"	Unknown	...	...	...	...	1	...	...	1
"	Bad	4	2	16	...	3	...	...	25
Sick, lunatic, &c.	Good	2	...	...	1	2	...	...	5
"	Bad	...	...	2	...	...	...	...	2
Good	Dead	8	1	...	5	5	...	...	19
"	Sick, lunatic, &c.	1	...	...	...	3	...	...	4
"	Good	7	...	...	4	20	...	...	31
"	Bad	1	...	10	1	2	...	...	14
Unknown	Good	2	...	...	...	...	1	..	3
"	Unknown	1	...	...	...	1	1	1	4
"	Bad	8	1	10	...	...	...	...	19
"	Deserter	...	...	...	...	1	...	...	1
Bad	Dead	...	...	2	...	2	...	...	4
"	Sick, lunatic, &c.	...	...	...	...	1	...	...	1
"	Good	...	1	...	...	4	...	...	5
"	Bad	19	3	19	2	2	...	...	45
Deserter	Dead	7	1	...	...	...	...	...	8
"	Good	5	...	..	1	...	...	...	6
"	Bad	3	...	1	...	1	...	...	5
"	Deserter	...	1	...	...	...	...	..	1
Totals	... ...	83	11	60	15	55	2	1	227

Memorandum on Juvenile Delinquency.

The following discussion of the problem of how to deal with juvenile delinquency appears in the report of the Minister of Education, dated August 30th, 1900, and contains so many valuable suggestions that it is here reproduced *in extenso*.

It is now eighteen years since the Industrial Schools Act was passed, and there is no doubt that by means of the powers granted therein an immense amount of good has been done for the "children of the State," and therefore for the State itself. But the time seems to have arrived when the working of the Act and other questions connected with the care of orphan, destitute, neglected, and criminal children may be passed under review. The ideas set forth by Mr. Douglas Morrison ("Juvenile Delinquency"), and by other writers, have changed many of the opinions formerly current in regard to these matters; but in this colony these ideas require some modification in view of the almost entire absence of an hereditary criminal class, and in view of other circumstances in respect of which New Zealand happily differs from older countries.

Children that come under the care of the State may be roughly classified as—

(1.) Those who are orphans or those who are simply destitute, without any other abnormal characteristics.

The duty of the State towards these appears to be that it shall take the place of a parent, and accordingly put them as far as possible in the same circumstances as those in which they would have been placed if they had had parents capable of bringing them up in a normal manner. Boarding-out to carefully chosen foster-parents, under due restrictions, seems at once the most natural and most satisfactory method of dealing with these cases.

(2.) Those that exhibit various degrees of juvenile delinquency, including of course those who, being orphan or destitute or both, have not escaped a perceptible taint of evil. And it may be remarked here that the destitute child is more frequently than not of this class.

Unfortunately juvenile delinquency has not shown a marked decrease of late years in any civilised country, but in most countries it has, on the contrary, increased.

I. Its causes are to some extent the same as those that operate in the case of adult crime, and the problem cannot be attacked as a whole without dealing with the conditions that produce crime in modern society. The chief external causes of juvenile crime are—

(*a*) The stress of the struggle of life;

(*b*) Bad hygienic surroundings, and consequent inferior physique;

(*c*) The temptations that result from overcrowding, and from the greater facilities for committing petty thefts with impunity that exist in towns as compared with the country.

General considerations and the statistics of our industrial schools alike tend to show that causes (*a*) and (*b*) are far less operative in New Zealand than in older countries; but (*c*) is an important factor, inasmuch as the tendency to flock into the towns from the country is not unknown as a feature of the life of these young countries.

II. The more immediate causes of juvenile depravity are,—

(*d*) Inherited low physical and moral nature;

(*e*) Weakness and want of control on part of parents, commonly producing as its fruit absence of self-control on the part of children;

(*f*) The neglect and bad example of parents.

The causes we have principally to deal with are therefore (*c*), (*d*), (*e*), (*f*). Of these causes (*c*), and therefore also (*b*) and (*d*), would be partly met—

(1.) By any remedy that so ameliorated the economic condition of the rural population that they would not be tempted to forsake the comparative wholesomeness of the country for the temptations and vicissitudes of the towns (this is the form in which the case is stated by Morrison: in New Zealand the great loneliness of country life in remote places, the absence of opportunities for reasonable recreation, the greater attractiveness of town life, and to some extent, perhaps, also the too exclusively bookish training given in our public schools are causes of the influx into the towns that actually takes place).

(2.) By removing back into the country those who are in danger of succumbing to the temptations and vicissitudes of the towns.

Want of parental control (*e*) might often be lessened by bringing home to parents their responsibilities towards their children. It is not therefore desirable to diminish the burden of maintenance, or to take away from parents the duty of control, so long as there is any reason to hope that the evil will cure itself without depriving the child of its natural guardianship.

For the most part the course of juvenile delinquency passes through the following stages:—

(1.) The acquiring of nomadic habits, exhibited in truancy and vagrancy;

(2.) Petty thefts and other isolated offences against property;

(3.) More serious and habitual offences against property and offences against the person.

These stages correspond to successive periods of physical and moral development, that may be described as—the period of childhood, eight or nine to thirteen or fourteen; the period of growth towards maturity, thirteen or fourteen to sixteen; and the period of maturity, fifteen or sixteen to twenty-five.

In the great majority of cases young criminals begin by becoming accustomed to a nomadic life, and the greatest blow to juvenile delinquency would be dealt by stopping this at the outset. Too much emphasis cannot be laid on the necessity for preventing children from acquiring the nomadic habit. Day industrial schools (or truant schools) would afford a good means of stopping incipient nomadism, without lessening the responsibility of parents. A greater stringency of the compulsory clauses of the School Attendance Act, and a substantial increase of the fines for irregular attendance and habitual truancy, would bring home to parents the duty that, through weakness or neglect, they too often overlook, and the danger their children are running.

The truant schools should be staffed more fully, and with adult teachers only. Children whose school attendance was unsatisfactory could be committed to a truant school instead of being committed to an industrial school, or could be sent to a truant school even when committed to an industrial school, as a first attempt towards improvement. The parent would thus still have the onus of maintaining and controlling his child thrown upon him, and the lesson learnt would often be sufficient. Sometimes distaste for school or for any mental effort affords the first incentive to truancy; the instruction in these schools should therefore be shaped as far as possible so as to overcome that objection on the part of the child. If marked improvement were shown, a child could be sent back after a short time to the ordinary public school. It should be distinctly understood that the teacher of the truant school has duties and powers out of school hours, as well as in. It would be his duty to visit the homes, to ascertain the cause of absence, and to report at once any truancy or irregularity of attendance. Children for whom this remedy proved insufficient could be committed, as now, to an industrial school.

There is no doubt that the establishment of truant schools would result

in a saving to the country, as we should thereby prevent many from taking the first step on the road to crime. If contributions from parents of children committed to industrial schools were more strictly required and enforced, so that negligent or weak parents could not hope to be relieved of the burden of maintenance on account of their neglect or inability to exercise due control, then the warning given by the milder measure of committal to a truant school would be more likely to be effective (cases of pure destitution are, of course, not here referred to).

The keynote of the most recent and intelligent methods of dealing with juvenile delinquents is classification, and the classification should be as complete as circumstances allow, beginning before any criminal signs have appeared. We have, therefore, the distinction between the orphanage and the industrial school, between the industrial school and the reformatory, and between the reformatory and the prison or the rescue-home. For the orphanage we have substituted the boarding-out system. The industrial schools, which would probably be most successful if separate institutions were provided for the two sexes, should contain those who need firm control and systematic treatment, but who cannot be described as criminal or criminally disposed. The reformatories should contain those who are viciously uncontrollable, or are criminally disposed, or who are actually criminals too young for prison treatment. These *must* be separate for the two sexes.

It has been suggested that children (vagrant, uncontrollable, &c.) who have been convicted of any indictable offence might be committed to an industrial school up to the age of fourteen; but that no one should be detained as a resident inmate of an industrial school after the age of fifteen, except for brief periods, as when being transferred from one employer to another, unless he or she be physically unfit for work. Anyone between the ages of ten and eighteen convicted of an indictable offence should be committed to a reformatory, with or without a previous sentence of imprisonment; notwithstanding this, children under twelve convicted of indictable offences, but not previously convicted, might be sent to an industrial school, unless it should appear that they had already become habitual criminal offenders.

All children or young persons committed to industrial schools or reformatories should be under control until the age of twenty-one, unless discharged earlier. Inmates of reformatories might within the first six months be transferred to industrial schools, and inmates of industrial schools might at any time be transferred to reformatories. These precautions would be necessary in order to secure a classification based upon character, for the order of committal is by no means a reliable index of the character of the inmate. Inmates of prisons under eighteen years of age might be transferred to reformatories.

In both industrial schools and reformatories there should be further classification: in the former the classification may be on the basis of age, and need not amount to complete separation. The classification in a reformatory should be thorough; there should be at least three classes, and promotion from class to class and early release should depend on good conduct and diligence in learning a trade. The lowest class would be governed by rules which resemble prison rules, but the educative purpose of the institution should even there be the most prominent. The planning of the building would be an important point, so as to fit in with the classification. The training in both industrial schools and reformatories should be really industrial: a boy or a girl should be so taught that a taste for manual employment should be acquired, and a trade properly learnt, or the learning of it properly begun. Several trades should be taught, and each reformatory should be to a large extent self-supporting. Farming and other country occupations may be looked upon as the most important of all "trades" for children of this class.

And, reverting to the causes of all the evils we are attacking, effort should constantly be made to direct the attention of inmates towards a country life, except in cases where there was an obvious unfitness for such a life.

To give concrete form to these ideas, one might suggest for New Zealand some such scheme as the following :—

(1.) Day industrial or truant schools—to begin with, one in each of the four large towns ;

(2.) Two industrial schools—

(*a*) For boys, with 50 to 100 acres of good land ; (*b*) for girls ;

(3.) Two reformatories—

(*a*) For boys ; (*b*) for girls ; and

(4.) That trades (including agriculture) should be taught ;

(5.) That fuller supervision should be exercised over boarded-out children and inmates licensed out to friends or employers ; and

(6.) That receiving homes should be established in places at a distance from the industrial schools.

It is on these lines that the Government has been proceeding during the past year. When the changes are completed, there will be a reformatory for boys at Burnham ; a reformatory for girls near Christchurch ; an industrial school for girls at Caversham ; an industrial school for boys in the south of the North Island ; an auxiliary industrial school for girls and young boys at Auckland ; receiving-homes for girls and young boys at Wellington and Christchurch.

Up to the present time (July, 1900) the following progress has been made : A suitable property has been bought by the Government at Mount Albert, near Auckland ; the Auckland Industrial School has been transferred there, and is in full working order. A house, with nine acres of land, has been taken on a ten years' lease, with the right of purchase, at Burwood, near Christchurch ("Te Oranga Home") ; the necessary alterations have been effected, the staff has been appointed, and the home will be opened very shortly. All the girls have been removed from Burnham, to which boys needing a larger degree of control have been sent from Caversham. The "industrial-school boys" proper at Burnham occupy the quarters formerly assigned to the girls, and are kept as distinct as possible from the "reformatory boys." The "industrial-school boys" from Burnham and Caversham will be transferred to the new industrial school as soon as it is ready. An official correspondent has been appointed for the purpose of looking after industrial-school inmates boarded out and industrial-school girls licensed to service in the Wellington district. There were already official correspondents at Christchurch and Dunedin, and the manager of the Auckland Industrial School performs these duties in addition to her other duties. The Visiting Officer of industrial-school inmates having found the work too heavy to allow him to see the inmates frequently enough, a second Visiting Officer has been appointed to visit inmates boarded out or licensed to friends or employers in various parts of the colony.

Negotiations for the receiving homes at Wellington and Christchurch are also completed, and the homes will be opened shortly. These homes are intended for the temporary accommodation of children committed to industrial schools (not of reformatory cases), and of industrial-school girls who have left the service of one employer and are waiting for another situation. One important purpose to be served by these receiving homes is that children may be boarded out or licensed out to service in the districts to which they belong without having to be transferred (except in reformatory cases) from one part of the colony to the other.

Technical instructors have been appointed at Burnham, and the same course will be followed, as occasion arises, at the other main institutions. Except where it is shown that an inmate boarded out is receiving a due amount of industrial training, it is proposed to remove him, at the age of twelve or thirteen, for two years to the institution to which he belongs, in order that he may be properly taught a trade. These remarks apply to

Government industrial schools (including reformatories). It is, however desirable that the organisation of the private schools should be modified, if necessary, so that they may fall into line with the general scheme, and be controlled by the same general regulations. It is not anticipated that there will be any difficulty in accomplishing this.

The principle of punishing the parent for the consequences of his neglect to exercise due control over his children is recognised in the Young Persons' Protection Bill. The same principle might, with advantage, be extended to cases in which want of parental control brings a child within the Industrial Schools Act or any other similar Act — *e.g.*, Reformatory Act—that may be passed.

VI.—Institute for the Blind.

Institute for the Blind.

The Jubilee Institute for the Blind is a private institution, and is not in any way under Government control, although it has received grants from time to time out of the Consolidated Revenue, and receives payment from the Education Department on account of pupils for whose tuition the Department is responsible.

The payments made on behalf of such pupils to the Institute during the year amounted to £324 5s. 3d., towards which the parents contributed £19 18s. The number of these pupils at the end of 1899 was nine. The Department also paid £30 for a yearly railway-ticket for the use of an agent of the Institute.

The grants referred to above were made through the Department in charge of hospitals and charitable aid, and accordingly no account is given of them here.

VII.—School for Deaf-Mutes.

School for Deaf Mutes.

The roll of this school includes, with one or two exceptions, all the known deaf-mutes of school age and of sound intellect in the colony who have been brought under the notice of the Education Department. The method of instruction used at Sumner is the oral method, in favour of which there is a vast predominance of expert opinion. According to it the pupils are taught, by watching the mouth of the speaker, to follow the speech of any person who will take the trouble to articulate properly, and are trained themselves to speak so as to be easily understood by others. The power of understanding and of being understood thus acquired is made the stepping-stone to general education, as in the case of hearing children. If it were generally known that without special education deaf-mute children would grow up with minds almost entirely undeveloped, there would not be the repugnance there occasionally is now on the part of parents to

allowing their children to go away from them for a time to the only institution in the colony at which they can receive that special education. The best service that parents or friends of such children can render them is to bring their cases under the notice of the Director at the time of his periodical visits to various parts of the colony, or under the notice of the Department by letter addressed to the Secretary for Education. Payment is not insisted on when parents are unable to contribute towards the cost of educating their deaf-mute children.

During the year 1899 10 boys and 6 girls left, and 3 boys and 6 girls were admitted; at the end of the year there were 43 children—22 boys and 21 girls—at the institution. One of these was, for special reasons, boarded out in the neighbourhood. During 1899 the main portion of the institution, which had previously been rented from a private owner, was, with part of the land attached to it, purchased by the Government, which also bought some rising ground to the south-west, adjoining the former property; the whole, which comprises about 18 acres, forms an excellent site for the permanent institution, and it is proposed to ask Parliament for a vote to enable the work of building to be begun at an early date.

The gross expenditure for the year ended December 31st, 1899, was £3,444 2s. 5d. Less amount contributed by parents, £199 15s. Net expenditure, £3,244 7s. 5d. Cost of land and buildings purchased, £4,700; portion paid to December 31st, 1899, £2,700.

The Education Act, 1877, and related Acts, recent Reports of the Minister of Education, and other documents relating to education in New Zealand, can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

APPENDIX A.

REGULATIONS FOR THE INSPECTION AND EXAMINATION OF SCHOOLS.

(*Under the Education Act*, 1877.)

[16th December, 1899.]

[For purposes of comparison the text of the cancelled regulations (June 16th, 1894, and October 26th, 1896) has been preserved. Sections 1-12 (inclusive), corresponding to Sections 1-16 (inclusive) of the new regulations, are printed in full. From Section 17 of the new regulations onwards the changes are so slight that it has been possible to indicate them by enclosing in square brackets those paragraphs which appear for the first time in the new regulations, and by enclosing in round brackets and printing in italics those paragraphs which formed part of the cancelled regulations, but have now been withdrawn. Minor verbal alterations have not been noted.]

Inspection and Examination of Schools.

1. Every public school shall, as a general rule, be visited at least twice in every year by a Public School Inspector. One visit, called hereinafter the "annual visit," shall take place as nearly as possible in the same month in every year, at least ten days' notice of the date being given to the head-teacher by the Inspector. As soon as possible after the annual visit to any school the Inspector shall present his "annual report" on that school. No notice shall be required for any other visit than the annual visit. After one of his visits in each year the Inspector shall present an "inspection report." The inspection report may, if the Inspector see fit, be presented at the same time as the annual report. A special report may be presented after any visit. In these regulations a "year" means a year beginning with the 1st January.

2. For purposes of instruction the pupils of every public school shall be divided into classes, which must be graded for the several subjects according to the standards defined by the syllabus of subjects, as follows: With regard to any subject, Class I. shall include all the children doing the work prescribed for Standard I. in that subject, and may be called S1; for instance, S1 English will include all the children doing the work in English prescribed for Standard I.; S1 arithmetic, those doing the arithmetic of Standard I.; and so on for the other subjects. Class II. shall include all the children doing the work prescribed for Standard II., and may be called S2; and so on to Class VI. Class VII. shall include all pupils that have passed the Sixth Standard, and may be called S7. The preparatory class shall include all pupils below Class I., and may be called Class P. Class P. may be divided, the lower part being called P1, and the next P2; if necessary, these classes may be subdivided, as for instance, into P1 lower, P1 upper, P2 lower, P2 upper.

The principal teacher of a school shall have full discretion to arrange his pupils in different classes for different subjects, according to their ability and proficiency with respect to the several subjects, and according to the number of available teachers; provided that any pupil must be placed in the same class for all the English pass-subjects – namely, reading,

spelling, and dictation, writing, and composition. The head-teacher may also cause the children of two or more classes to be grouped for instruction in any subject.

Every pupil examined by the Inspector shall be examined in the class in which he has been taught.

A pupil shall be held to belong to the standard class in which he is placed for the English pass-subjects.

3. In order to avoid undue complexity in the classification of their pupils, head-teachers are enjoined, due regard being paid to the needs of individual pupils, to keep the classes in the several subjects as nearly as possible the same for each standard. For certain groups of subjects there will probably be no difficulty in making the classes identical for the several subjects; for instance, S4 grammar, S4 history, S4 recitation, might almost without exception consist of the same individual children as S4 English; to these might generally be added S4 geography and S4 science; on the other hand, S4 arithmetic, S4 drawing, and S4 handwork would probably differ, as regards a few individuals, from the other classes of Standard IV. An undue degree of complexity in the classification might justly be considered an element of weakness in a school.

4. Before the Inspector's annual visit, the head-teacher (and for the purposes of these regulations a sole teacher shall be considered head-teacher) shall hold an examination of classes S1 to S5 inclusive in all the pass-subjects of the syllabus as prescribed for the several classes. The results of this examination shall be recorded on class-lists, which shall contain the names and ages of all the pupils on the school-roll, with the number of half-days on which each pupil has attended the school since the last annual visit. The class in which a pupil is placed for the English pass-subjects shall determine the list on which his name shall appear. Against the name of every pupil the head-teacher shall enter under each of the pass-subjects a figure denoting the standard which he judges the pupil to have passed in that subject. The figure 0 opposite the name of any pupil shall denote that the pupil has not shown sufficient merit to entitle him to be considered as having passed any standard in that subject The underlining of a figure in red ink shall denote that a pupil has not passed a standard higher than that passed at the previous examination.

A pupil shall be held to have passed S1 or S2 if he fulfils the requirements of S1 or S2 respectively in reading, spelling, writing, arithmetic; provided that partial failure in spelling, or in writing, or in arithmetic may be overlooked if sufficient merit is shown in the three other pass-subjects.

A pupil shall be held to have passed S3 or S4 or S5 if he satisfies the requirements of such standard, or of a higher standard, in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, and has received regular instruction in the class-subjects; provided that work equal to the requirements of the next lower standard may be accepted in two, but no more than two, of the subjects (2.), (3.), (4.), (5.).

The class-lists shall form part of the permanent records of the school, and a duplicate thereof shall be handed to the Inspector at his annual visit.

The class lists presented by the head-teacher shall be signed by the Inspector, unless he sees fit to exercise the right referred to in Regulation 6 of substituting the results of his own examination for those indicated on such class-lists. The signature of the Inspector on the head-teacher's class lists shall denote simply that he has seen them, and does not consider it necessary to substitute his own results for the results shown thereon.

5. In order to satisfy himself of the general efficiency of the instruction given in the school, the Inspector shall examine a due proportion of the pupils of each class, including Class P and Class S7, in such subjects as he shall choose.

[The Inspector may include in the number so examined any pupil con-

cerning whom the teacher desires his judgment. The Inspector may, if he see fit, examine selected pupils of one class in some subjects, and those of another class in other subjects.]

6. The Inspector may, if he think fit, examine all the pupils of the school, or of any class, to ascertain their individual progress; and he may at his discretion direct that the results of such examination shall be substituted for the results shown on the class-lists presented by the head-teacher. In this case new class-lists must be made out in accordance with the Inspector's examination and signed by him.

[In other cases it will not be necessary for the Inspector to revise the class-lists or the classification of the pupils.]

7. As soon as possible after the Inspector's annual visit the head-teacher shall record in the Admission Register the passes shown on the class-lists signed by the Inspector, and shall issue to every pupil that has passed a standard a certificate of pass in that standard; and every pupil removing from one public school to another shall be required on entering to exhibit his latest certificate to the head-teacher, who shall make a record of the certificate in the Admission Register.

8. The annual report shall show the number of pupils in each class, the number present, and the Inspector's judgment of the quality of the work done in the "pass-subjects" and "class-subjects," the quantity and quality of the work in the "additional subjects," and the efficiency of the instruction in Classes P and S7; and the degree of discretion displayed in the classification of the pupils, and in the determining of the promotions in Classes I. to V. The terms used in this regulation shall be used in the annual report in the sense in which they are used in these regulations.

9. In his annual report the Inspector shall report on the degree of proficiency in each of the pass- and class-subjects. For the purposes of this regulation elementary science, together with object-lessons and lessons in natural history, manufactures, and common things, shall be counted as one subject, repetition and recitation as one subject. In choosing a word to express his opinion of the quality of the work shown in any class-subject, the Inspector shall consider whether the subject is taken by all the pupils in all the classes for which it is prescribed, and also whether it is efficiently treated. It is not to be expected that a small school with only one or two teachers will always be able to obtain great credit for all the class-subjects, yet all the subjects must receive a due measure of attention, and the neglect of any one of them will be regarded as highly censurable.

10. In the annual report the Inspector shall also in general terms express his judgment of the value of the work done by the school in each of the "additional subjects." For the purpose of this regulation, disciplinary exercises and drill shall be reckoned as one subject, singing as one, needlework as one. In judging the work in any additional subject the Inspector shall consider whether the subject is attended to in all the classes for which it is prescribed, and also whether it is efficiently treated. In the largest schools any neglect of these subjects is to be regarded as a ground of reproach; and, on the other hand, any good work under this head done in small schools will be accepted as evidence of praiseworthy zeal and efficiency.

11. In general, a pupil shall be expected to pass through one class in each subject in a year. The reason for more or less rapid promotion in each case shall be noted in the column for remarks for the information of the Inspector, who may approve or not of the sufficiency of the reason given. The head-teacher shall, by underlining in red ink the figures opposite the name of any pupil, indicate the subjects in which such pupil has not passed a standard higher than that passed at the Inspector's previous annual visit.

The Inspector may require from the head-teacher a written explanation in the case of any pupil whose age is much above the average age of the pupils in that class for that school or for that education district.

12. Periodic examinations should be held by the head-teacher (in any form he may desire) in order to test the progress of individual pupils. A record of the nature and results of these periodic examinations should be shown to the Inspector at his next visit. Such record should show all changes from class to class made as a result of the examination to which it relates.

13. The inspection report shall relate to such topics as the following :—

I. List of classes and teachers ; II. Remarks on the organisation, as shown under Topic I. ; III. Suitability of time-tables ; IV. Remarks on the method and quality of the instruction in general or in detail ; V. Order and discipline, and the tone of the school with respect to diligence, alacrity, obedience, and honour ; VI. Supervision in recess ; VII. Manners and general behaviour of the pupils ; VIII. State of buildings, ground, and fences ; IX. Sufficiency of school accommodation ; X. Cleanliness and tidiness of rooms and premises, including school material and apparatus, outside offices, ventilation, and warming ; XI. List of class-books used in the school ; XII. Special circumstances affecting the work of the school ; XIII. Other topics.

The report shall be divided into sections, and the section relating to any topic in the foregoing list shall bear the number assigned to that topic in the list. The omission of any number shall be sufficient to indicate that the Inspector does not deem it necessary to report on the topic corresponding to that number. Section I. shall in no case be omitted from the report ; it shall show what classes within the meaning of Regulation 2 there are in the school ; whether the classes are grouped for instruction, and, if so, how they are grouped, and by what teacher each class is taught, describing each teacher by his position in the school as "sole teacher," "head-master," "first assistant," "third-year pupil-teacher," or as the case may be. Any section except Sections I. and XI. may, if the Inspector so choose, consist of the appropriate number and of a single word, such as "Satisfactory."

14. The "standard of exemption" under section 3 of "The School Attendance Act, 1894," shall be the Fifth Standard. An Inspector shall issue to any child a certificate that such child has reached the standard of exemption if such child fulfils the requirement of Standard V., or a higher standard, in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, and satisfies the Inspector that he has received regular and suitable instruction in the class-subjects. Provided that the Inspector may accept work below the requirements of Standard V., but not below the requirements of Standard IV., in two, but not more than two, of the subjects (2) to (5).

Immediately on the receipt of the notice of the annual visit of the Inspector referred to in Regulation 1, the head-teacher shall post in a conspicuous place in the school a notice that such visit is about to be made, and shall call the attention of the children thereto. The parent or guardian of any child who wishes to obtain a certificate that such child has reached the standard of exemption must give notice of such desire in writing to the head-teacher at least two days before such annual visit.

Notwithstanding this, in cases of emergency the Inspector may at any time examine a candidate for a certificate as referred to in this regulation.

The head-teacher shall, on the day of the annual visit, hand to the Inspector lists in duplicate of those who desire to obtain exemption certificates. These lists shall be written on separate sheets of the class schedule form.

The Inspector shall, at or about the date of his annual visit, arrange for the examination of such children as are candidates for the certificates referred to in whatever way he may deem fit, and may examine them at their own or any other school ; provided that for such purpose no child shall be compelled to attend at any school (not being his own school) more than five miles from his place of residence.

The Inspector may, if he see cause, refuse to examine for an exemption certificate any child who has not been instructed for at least six months in the class in which he is placed, or who has failed to reach the required standard at an examination held during the previous three months.

Nothing in this regulation shall prevent an Inspector from accepting the results of the head-teacher's examination as sufficient evidence that a child has reached the standard of exemption, and giving his certificate accordingly.

15. The Inspector shall examine all the pupils in the Sixth Standard classes, and he shall award "certificates of proficiency" to those that pass in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, (6) geography, (7) drawing, and that satisfy the Inspector that they have received regular and sufficient instruction in the other class-subjects: Provided that work below the requirements of Standard VI., but not below the requirements of Standard V., may be accepted by the Inspector in not more than one of the subjects (1) to (5), and in not more than two of the subjects (1) to (7).

[The certificates mentioned in this regulation and those mentioned in Regulation 14 may be signed either by the Inspector, or by the Secretary of the Education Board in accordance with information furnished by the Inspector.]

16. The Inspector or Inspectors of each district shall make an annual return, showing, with respect to each public school subject to their inspection, the number of pupils in the several classes and the number present in each class at the time of the annual visit. The return shall indicate the degree of attention paid to the several pass- and class-subjects and to the additional subjects respectively, and state in brief the condition of each school as to order and discipline, and as to the manners of the pupils. If possible, the return shall include a statement of the average age of the pupils in each class.

Cancelled Regulations.

1. Once in every year every public school shall be both inspected and examined by a Public School Inspector. If possible, there shall be an interval of some months between the inspection and the examination. As soon as possible after the inspection the Inspector shall present an "inspection report," and as soon as possible after the examination an "examination report." In these regulations a year means a year beginning with the 1st of January; and an Inspector's annual return must relate strictly to a year as thus defined.

2. The inspection report shall relate to such topics as the following:—I. List of standard classes and teachers; II. Remarks on the organization, as shown under Topic I.; III. Suitability of time-tables; IV. Remarks on the methods and quality of the instruction in general or in detail; V. Order and discipline, and the tone of the school with respect to diligence, alacrity obedience and honour; VI. Supervision in recess; VII. Manners and general behaviour of the pupils; VIII. State of buildings, ground, and fences; IX. Sufficiency of school accommodation; X. Cleanliness and tidiness of rooms and premises, including outside offices; ventilation and warming; XI., &c. Other topics.

The report shall be divided into sections, and the section relating to any topic in the foregoing list shall bear the number assigned to that topic in the list. The omission of any number shall be sufficient to indicate that the Inspector does not deem it necessary to report on the topic corresponding to that number. Section I. shall in no case be omitted from the report: it shall show what "standard classes" within the meaning of Regulation 4 there are in the school, whether the standard classes are grouped in classes for instruction, and, if so, how they are grouped, and by what teacher each class is taught, describing each teacher by his position in the school as

"sole teacher," "headmaster," "first assistant," "third-year pupil-teacher," or as the case may be. Any section except Section I. may, if the Inspector so choose, consist of the appropriate number and of a single word, such as "Satisfactory."

3. The examination report shall show the number of pupils presented in each standard class, the number present, and the number of "passes" in each standard, and the Inspector's judgment of the quality of the work done in the "class-subjects," the quantity and quality of the work in "additional subjects," and the efficiency of the Instruction in Classes P and X; and the degree of discretion displayed in the determining of the passes in Standards I. and II. The terms used in this regulation shall be used in the examination report in the sense in which they are used in these regulations.

4. For the purposes of inspection and examination, but not necessarily for purposes of instruction, the pupils of every public school shall be divided into standard classes, as follows: The preparatory class shall include all pupils below Class I., and may be called Class P. Class I. shall include all the children preparing for or presented for Standard I., and may be called S1; Class 2 shall include all the children preparing for or presented for Standard II., and may be called S2; and so on to Class VI. Class VII. shall include all pupils that have passed the Sixth Standard, and may be called Class X. If necessary, Class P may be divided the lower part being called P1, and the next P2. For purposes of inspection and examination every pupil in the school must be considered to belong to one of the *standard* classes as here defined, but for the purposes of instruction the principal teacher of a school shall have full discretion to arrange his pupils in different classes for different subjects, according to their ability and proficiency with respect to the several subjects and according to the number of available teachers, and also to cause the children of two or more standard classes to be gathered into one class for instruction in any subject; and, if any pupil, by reason of special ability or proficiency in any subject, receives in such subject the instruction proper to a higher *standard* class than that to which he is considered to belong, he may in such subject be examined with the higher class in which he has been placed for instruction; and if, being so examined, he satisfies the examiner, his success shall be reckoned towards his "pass" in his proper *standard* class. Also, at the discretion of a principal teacher, a pupil may be promoted to a higher standard class though he has failed at the examination in the work of the standard for which he was last presented.

5. At every standard examination the head-teacher shall present all the pupils on the school-roll, by giving the Inspector a list for each standard class, containing the names of all the pupils belonging to the class, and a schedule showing that the sum of the numbers of names in all the lists is identical with the number of the pupils on the school-roll. Against the name of every pupil who has passed a standard at a previous examination the head-teacher shall enter in the class-list the number of the highest standard which the pupil has passed. Whenever a child more than eight years old is presented in Class P the principal teacher shall give the Inspector a written explanation of the reason for not presenting the child in Standard I., and the Inspector shall include in his annual report to the Minister a statement of his opinion with respect to the number of such cases and the sufficiency of the reasons assigned for them.

6. Immediately before the examination held by the Inspector, the head-teacher (and for the purposes of this and the following regulations a sole teacher shall be considered head-teacher) shall examine Classes S1 and S2, and shall ascertain what pupils are fit to pass Standards I. and II. respectively, and the pupils he deems fit to pass shall, if they are present in class

during the Inspector's examination in class-subjects, be deemed to have passed, and shall thereupon be marked as passed in the list given to the Inspector. The passes for Standards III., IV., V., and VI., shall be determined by the Inspector.

7. In order to obtain a pass, a pupil must be presented for a standard which he has not already passed, must be present in class during the examination in the class-subjects, and must generally satisfy the Inspector (or in Standards I. and II. the head-teacher) in the pass-subjects for the standard.

8. As soon as possible after the examination of a school the head-teacher shall be furnished with the names of the pupils who have passed the several standards (including Standards I. and II.), and shall record the passes in the Admission Register, and issue to every pupil that has passed a standard a certificate of pass in that standard; and every pupil removing from one public school to another shall be required on entering to exhibit his latest certificate to the head-teacher, who shall make a record of the certificate in the Admission Register, and shall not present the pupil for examination for the standard to which such certificate relates.

9. The Inspector's report of a school examination shall show for each class the number of pupils presented, the number present at the time of examination, and the number of pupils deemed to have passed.

10. The Inspector shall at the same time report on the degree of proficiency in each of the class-subjects. For the purpose of this regulation elementary science, together with object-lessons and lessons in natural history, manufactures, and common things, shall be counted as one subject; mental arithmetic as one subject; grammar as one subject; history as one subject; and geography, so far as it is a class-subject, as one subject. In choosing a word to express his opinion of the quality of the work shown in any class-subject, the Inspector shall consider whether the subject is attended to in all the classes for which it is prescribed, and also whether it is efficiently treated. It is not to be expected that a small school with only one or two teachers will always be able to obtain great credit for "class-subjects." It is recognised that the degree of thoroughness with which these subjects are taught must depend to a large extent on the amount of teaching-power available, and that in this respect the results obtained in any school must be compared with the results obtained in other schools comparable in advantages; yet these subjects must always receive a due measure of attention, and the neglect of any one of them will be regarded as highly censurable.

11. The Inspector shall in general terms express his judgment of the value of the work done by the school in each of the "additional subjects." For the purposes of this regulation, repetition and recitation shall be reckoned as one subject disciplinary exercises and drill as one, singing as one, needlework as one, comprehension of the language of the reading-lessons as one. In judging the work in any "additional subject" the Inspector shall consider whether the subject is attended to in all the classes for which it is prescribed, and also whether it is efficiently treated. In the largest schools any neglect of these subjects is to be regarded as a ground of reproach; and, on the other hand, any good work under this head done in small schools will be accepted as evidence of praiseworthy zeal and efficiency.

12. The Inspector or Inspectors of each district shall make an annual return, showing, with respect to each public school subject to their inspection, the number of pupils presented, the number present, and the number passed, indicating the degree of attention paid to the class-subjects and additional subjects respectively, and stating in brief the condition of each

school as to order and discipline, and as to the manners of the pupils. The Inspector shall at the same time make a return relating to the same schools and the same pupils, showing the total number of pupils presented, and the total number present in each of the standard classes, as defined in Regulation 4, and the total number passed in each standard. If possible, the return shall include a statement of the average age of the pupils on passing each standard.)

[Regulations of 16th December, 1899, continued.]

17. The standard syllabus shall not be understood to prescribe to the teacher the precise order in which the different parts of any subject shall be taught, nor to prohibit the teacher from giving instruction not prescribed by the syllabus, but shall be taken to represent only the attainments of which the Inspector may expect full proof at the several stages of a pupil's progress; also, it is to be understood that the Annual report and inspection report, taken together, and not either of them alone, will express the Inspector's full judgment on the character and efficiency of the school.

18. The Inspector shall be at liberty to conduct the examination of a school in his own way—by written papers, or *vivâ voce*; by putting all the questions himself, or allowing the teacher of a class, or the head of a school or of a department, to put all the questions, or some of them; by subjecting each pupil in a class to a separate examination, or by putting questions to the several pupils in the class in rotation, and letting them "take places," or marking the values of their individual answers; and so on. In the exercise of his judgment in such matters, the Inspector will, of course, have regard to the different characters of the several subjects, and will remember that methods properly applicable to the examination of boys and girls of fourteen may be quite out of place in the case of younger children.

19. In the interpretation of the syllabus, Inspectors and teachers will be guided by the following statement of its design, and of its aims in general and in detail. It is designed to direct the instruction in *primary schools* and to regulate the examination of pupils, most of whom are *children*, and the oldest of them in the stage of *early youth*. When terms are used in defining the subjects of primary-school instruction that are also used in defining parts of an examination for teachers, it is not expected that the children will be able to attain to such a mastery of these subjects as it is necessary for their teachers to have. Questions that would be fair in a degree paper might be quite unfair if proposed in the same subjects to candidates for matriculation; and the children of a Third Standard class may have some useful elementary knowledge of matters that, in some aspects, are occupying the diligent attention of specialists in modern science. The profitable instruction of children and youths is naturally limited by their intelligence—childish intelligence or youthful intelligence, as the case may be; any teaching that does not keep within the limits thus prescribed by nature is worse than useless, and examination that does not respect these limits is unreasonable. On the other hand, the chief end of the instruction imparted in the primary school is the exercise and development of the pupil's intelligence, and the employment of it in the acquisition of useful knowledge. If any part of the syllabus seems to indicate a tendency to encourage what is mechanical or superficial at the expense of intelligence, it is only because, through some defect in the letter, the spirit and the real meaning have not been as clearly manifested as they ought to have been. [It is understood that Inspectors will, as far as possible, make themselves acquainted with the way in which the several subjects have been treated, as is more explicitly laid down in regard to history and elementary science, and that they will accordingly be guided in their examination of the several classes by the work actually done during the year.]

[In all standards the requirements for *Reading* shall be held to include a fair degree of comprehension of the language of the reading lessons and of the subject-matter contained in them.] Accordingly the subject-matter of all reading lessons, and especially of passages used as examination tests, must be such as the pupils under instruction or examination can easily understand, and the Inspector will not be satisfied with any reading that does not convey to his mind the assurance that the pupil does understand the passage read. Mere utterance of the printed words will not suffice; there must be such intonation and emphasis as are required to express the meaning and spirit of the passage; this must be insisted on, even in the First Standard. Proper emphasis and tone proceed naturally from a true apprehension of the meaning, and are not acquired by following arbitrary and artificial rules. A First Standard pupil is capable of feeling the simple humour or the simple pathos of a simple story, and of understanding the point of it, and his feeling and understanding will affect his utterance as naturally in reading as in free speech, unless he has been educated into a false manner by being frequently set to read unsuitable matter, passing his comprehension, and containing nothing to interest him. In the upper classes the quality of the reading affords one of the surest means of judging of the intelligence of the pupils, and of the degree of culture to which they have attained. The good readers will not be those who never read except in class, but those who have formed the habit of private reading; who can follow with ease the relations of the parts of a complex sentence, the thread of a simple argument, or the plot of an interesting story; who know how to employ in their own spoken and written composition relative sentences and concessive conjunctions; to whose understanding every turn of thought and expression appeals with familiar force; and who, because their thought and feeling respond to every reasonable demand made upon them by the writer, are able to make his meaning their own for the time being, and to make that meaning clear by appropriate tones of voice. Such readers will be independent of mechanical rules for the observance of "stops." Their reading will be rhetorical in the best sense, though not histrionic. They will be more indebted to their teacher for the correction of false habits than for the formation of a correct style, for a correct style consists chiefly in the use of turns of voice that are not conventional but perfectly natural, depending only on an adequate conception of the writer's spirit and meaning. There is no need to question really good readers to ascertain whether they understand what they are reading, except perhaps with regard to the meaning of an obscure word here and there; the good reading is sufficient proof of the intelligence of the reader. It must, however, be remembered that a child's understanding of a passage may be good so far as it goes, and may yet be naturally limited by the inexperience natural to his years, so that his reading will not give full expression to the utterance of sentiments of passionate desire, disappointed ambition, or overwhelming grief, although it may indicate an elementary appreciation of them. [In the case of a child who from any physical cause cannot satisfy the usual test in reading, the Inspector may apply such other tests as may, in his judgment, be most appropriate in that individual case to ascertain the child's power of understanding what he reads.]

In *Spelling*, the intelligence of the child should be directed, in the first place, to the recognition of the phonetic values of the letters, and for that reason words of peculiar formation should not be used as tests for the First Standard. When the phonetic values have been well established in his mind the pupil is capable of intelligent observation of anomalous forms; at a further stage he can appreciate the reasons for different ways of adding inflectional and other terminations; and still later he may come to see how the derivation of words affects their orthography.

Writing and *Drawing* are not to be regarded as merely mechanical and imitative arts. The pupil should from the first be taught to observe the constituent parts of the letters he has to write, the method of joining

the several parts of a letter and the several letters of a word, the slope of his copy, and the due spacing of the whole; so that he may have not a vague and general idea, but a clear and precise conception of what he is expected to reproduce. In this exercise, as well as in drawing, the training is partly for the eye and partly for the hand; but it ought also to do something for the brain which keeps them in relation. The earliest drawing-lessons will be found to require more intelligence than most young children are at first disposed to bestow upon them. The teacher soon discovers that they have very indefinite ideas of a straight line, of a square, of a circle. They may know that a square has four sides, but their intelligence has to be aroused to observe and recognise the equality of the sides and the sensible character of a right angle; they may know that a circle has no corners, but the perfect symmetry will escape their unaided notice. One great advantage of drawing is that it develops the sense of proportion; operating perhaps more immediately through the eye in the case of free-hand drawing, and in the case of geometrical drawing and perspective operating more immediately through the understanding. This sense of proportion is what is most required for the appreciation of arithmetical and physical problems, and it has unlimited applications to the concerns of daily life—even to dressmaking and cooking. Upon many of the practical arts drawing has a still more direct bearing, and to the skilled artisan of the future a knowledge of it will be indispensable.

In these regulations more prominence is given to *English Composition* than to *English Grammar*. It is not possible to define separate stages of progress in composition as clearly as in grammar; it is therefore necessary to leave a great deal to the discretion of the Inspector. The Inspector will ascertain from the teacher what plan is followed in the teaching of composition; and will as far as practicable adapt his examination to that plan; but where he finds the system of instruction unsatisfactory and ineffective he will indicate its defects and suggest improvements, and he will do his utmost to prevent any continuous and persistent neglect of the subject. In setting an exercise in composition, the Inspector will be careful to choose a subject of which it is certain that the children have considerable knowledge; or he will read a paragraph or recite a narrative, or in some other way supply them with suitable material for composition. The teacher should habitually correct defects of composition as they occur in the ordinary speech of the pupils, and in their written exercises. Correct speech and good composition depend more on practice and habit than on a knowledge of rules of grammar and composition. The art of speaking and writing correctly is acquired by familiarity with good models, and by practice subject to criticism and correction; and, with respect to the acquisition of the art, the function of grammar is the subordinate function of criticism. *(The great value of grammar depends on its character as a science of elementary logic, as a study of the forms in which the processes of thought stand revealed. In this aspect it plays a very important part in the development of intelligence, and is pregnant with suggestions that may guide the pupil into ways of philosophical thought when his school days are over. It is, moreover, a science of classification, and among the classificatory sciences it has this advantage: that there is no need to go far afield to find the objects of it; they are accessible always and to everyone, being the thoughts of our own minds and the words of our own lips.)* In grammar and analysis the Inspector will employ, as tests or exercises, plain and straightforward sentences, usually short, and words that have quite unambiguous functions.

In *Arithmetic* the tests of the work of any standard should consist of easy examples of that work, and should always comprise easy problems therein, excluding, except in the Fifth and Sixth Standards, problems involving the use of more than one principle; and exercises intended to test skill and rapidity in the manipulation of figures should be set only in parts of the subject that are certainly familiar and easy to the pupil. In mental arithmetic, short methods, depending on proportion—*e.g.*, price per dozen is a shilling for every penny each, 5 per cent. is a shilling in every pound—are to be encouraged, but the work is not to be limited to cases to

which such methods are applicable. [In any standard class questions in arithmetic may be set with a view of ascertaining whether care has been taken to keep up and revise the earlier parts of the subject.]

In *History* the pupils will not be required to learn more than about a dozen dates, or to answer questions on more than about twenty-five persons and events for any one standard; nor will they be expected to trace the remote causes, or even to remember the proximate causes, of great events. What is wanted is a clear view of a few prominent persons and salient facts so exhibited as to afford glimpses of the conditions in which our ancestors lived at successive periods of our national history, and to establish in the mind an outline that may be filled in by later reading. A child may have a vivid idea of royal authority prone to excess, and of the status of a baron, and of the political insignificance of the common people at the beginning of the thirteenth century, without knowing the contents of Magna Carta, or all the incidents of feudal tenure. The manner in which the whole outline is treated in the definition of history for the Third Standard is an indication of the bold and general treatment contemplated by the department in prescribing periods for study in the later standards.

The *Elementary Science* prescribed in the syllabus is called "elementary science" because that term is used in "The Education Act, 1877": its scope is often misunderstood by critics of the Act and of the syllabus, who think that the children are being "crammed with all the 'ologies." But the term is to be taken as denoting such a knowledge of conspicuous natural phenomena as constitutes a general basis of the particular knowledge of separate sciences. Children are capable of understanding why a scientific man does not regard a whale as a fish, or a spider as an insect. A few well-chosen experiments will suffice to give them a definite idea of the difference between chemical combination and mechanical mixture. A few other experiments with a cheap and simple galvanic battery and an electro-magnet will afford means of explaining to them in a very useful if not a very complete way the operation of the electric telegraph. Instruction of this kind suited to their present stage of development will serve to enlarge their conceptions of the world and to quicken their intelligence—perhaps to stimulate a profitable curiosity, and to create in some young minds a bias towards scientific pursuits. Ohms and volts, atomic weight, the vascular system, and such high matters in general, are out of the reach of the ordinary primary-school pupil, however desirable it may be that the teacher have some real knowledge of them.

In examining in elementary science, or in the subject-matter of object-lessons and natural-history lessons, or in geography and history, the Inspector may, if the teacher presents a book containing the notes of the lessons that have been actually given, base his examination on the contents of the note-book. He may also inspect any exercise-books in which the pupils have entered composition exercises founded on the lessons they have received on these subjects.

In *Geography* the Inspector may require the children to point out on the map the places that they ought to know, and this with respect not only to places named in their geography lessons, but also with respect to places referred to in the lessons on history, on animals, on natural products, and on manufactures. The importance of bringing the several parts of the school-course into mutual relation in this way cannot be over-estimated; the degree of success attained by the principal teacher in his endeavours to establish such a correlation of parts should weigh heavily with those who are called upon to form an estimate of his skill and efficiency, and upon it will depend in a high degree the development of the intelligence of his pupils.

20. It is to be remembered that in many ways the examination of a school has an important bearing on the morals of the children. They should be made to feel and understand that the Inspector is not a severe and frowning critic, bent on probing their ignorance and finding opportu-

nity to put them to shame, but that he comes as a courteous and gentle friend, who will use his best skill to put them at their ease, and will invite them to give him proof of their diligence, and let him see what progress they are making; and they should be taught to despise all showy tricks and arts of evasion, to show themselves frank and simple, and to avoid everything that is not in accordance with the strictest principles of honour.

21. The syllabus of class-subjects and additional subjects shall be the following:—

STANDARD I.

PASS-SUBJECTS.

A.—*English.*

Syllabus.

1. *Reading.*—Short stories, fables, verses, &c., well within the comprehension of the youngest readers, and not containing rare words or long words. As a rule the words of more than one syllable should be only such as are formed by inflection from short words, or names of familiar objects, persons, well-known animals, birds, rooms, meals, &c. (see Regulation 19). (*The children must be able to read the sentences with intonation indicating a sufficient grasp of the meaning.*)

2. *Spelling.*—Easy words of one syllable, and longer words in most familiar use and of quite regular formation (*sister*, for example, but not *daughter*).

3. *Writing.*—The small lettters, short words, and the ten figures, on slate, at dictation.

B.

4. *Arithmetic.*—Counting, and oral addition by twos, threes, fours, and fives, up to 100; numeration and notation to 999; addition sums of not more than three columns; multiplication of numbers not exceeding 999 by 2, 3, 4, and 5; relative values and chief aliquot parts of current English coins; and relative lengths of the yard, foot, and inch. The numeration must be applied to the addition and multiplication, and the multiplication known to be a compendious method of addition. The Inspector should satisfy himself that, within the limits of three places, the *idea* of the decimal notation is fully established. The examination is not to be confined to set sums, but must include concrete examples of a very simple kind, such as—There are 14 children in one class and 19 in another: how many are there in the two classes? or, John has 31 marbles and Thomas has just 4 times as many: how many has Thomas? or, There are 20 shillings in a pound: how many are there in £3?

CLASS-SUBJECTS.

Drawing.—Straight lines, rectilineal angles, simple rectilinear figures, and patterns, as defined in Regulation 23.

Object and Natural-history Lessons.—A syllabus of the work done during the year to be given to the Inspector, who will examine the class upon some object or objects selected from the syllabus, or allow the teacher to examine.

Repetition of Easy Verses.—Syllabus and test as for object-lessons.

[*Handwork.*—See Regulation 29.]

ADDITIONAL SUBJECTS.

Singing.—A sufficient number of easy and suitable songs in correct time and tune, and at a proper pitch.

Needlework.—See Regulation 28.

Drill.

Standard II.

Pass-subjects.

A.—*English.*

1. *Reading.*—More difficult matter than is required for Standard I., but still well within the comprehension of ordinary children at the age of nine. The pupils will be expected to answer questions on the meaning of the more difficult words in the passage read, but not to give strict definitions. They will also be expected to show that they have understood and that they remember the substance of the same passage.

2. *Spelling.*—Words of one and two syllables, including words containing silent letters or other peculiarities, and easy words of three syllables.

3. *Writing.*—Short words, in copy-books, not larger than round-hand. On slate: Capital letters, and transcription from reading-book of Standard II.

B.

4. *Arithmetic.*—Numeration and notation of not more than six figures; addition of not more than six lines, with six figures in a line; short multiplication, and multiplication by factors not greater than 12; subtraction; division by numbers not exceeding 12, by the method of long division, and by the method of short division; multiplication tables to 12 times 12; relative values and chief aliquot parts of the ton, hundredweight, quarter, stone, and pound; relative lengths of the mile, furlong, chain, and rod. Mental arithmetic adapted to this stage of progress.

Class-subjects.

Drawing.—The same kind of work as for Standard I., but more advanced, and with the addition of simple curvilinear forms—as defined in Regulation 23.

Geography.—Knowledge of the meaning of a map; of the principal geographical terms; and of the positions of the continents, oceans, and larger seas.

Object-lessons, and Lessons in Natural History and on Manufactures.—A syllabus, as in Standard I.

Repetition of Verses.—Syllabus showing progress.

[*Handwork.*—See Regulation 29.]

Additional Subjects.

Singing.—Songs as before; the places of the notes on the stave, or the symbol used for each note in the notation adopted; to sing the major diatonic scale and the successive notes of the common chord in all keys.

Needlework.—See Regulation 28.

Drill.

Standard III.

Pass-subjects.

A.—*English.*

1. *Reading.*—Easy reading-book, to be read fluently and intelligently, with knowledge of the meanings of the words, and with due regard to the distinction of paragraphs as well as of sentences. Insufficient apprehension of the value of the paragraph is not to affect the individual pass, but the Inspector will not be satisfied with the class if he finds that this defect is general.

2. *Spelling.*—From the same book; knowledge of words having the same, or nearly the same, sound, but differing in meaning; dictation of easy sentences from the reading-book of a lower standard. Dictation is not prescribed for Standards I. and II., because of the serious danger which attaches to the dictation exercise used prematurely. If a child writes incorrectly, his visual memory is affected by his error. On the other hand, transcription is continued in this standard (under the head of "Writing"), because it affords no excuse for mistakes, and allows the teacher or examiner to expect and demand precision; and, besides, it insures familiarity with the use of punctuation marks and capital letters.

3. *Writing.*—Longer words and sentences, not larger than round-hand; transcription from reading-book of Standard III., with due regard to punctuation and quotation-marks.

4. *Composition.*—Very simple exercises to test the pupils' power of putting their own thoughts on familiar subjects into words.

B.

5. *Arithmetic.*—Numeration and notation generally (one billion being taken as the second power of one million, one trillion the third power, and so on); long multiplication and long division; the four money rules, excepting long multiplication of money; tables of money, avoirdupois weight, and long measure; mental arithmetic; easy money problems.

CLASS-SUBJECTS

Geography.—The names and positions of the chief towns of New Zealand; the principal features of the district in which the school is situated; names and positions of Australian Colonies and their capitals; of the countries and capitals of Europe; of well-known mountains; and of celebrated rivers. The mountains and rivers named in the following lists will suffice: Pyrenees, Alps, Apennines, Carpathians, Balkan, Vesuvius, Etna, Hecla; Ural, Caucasus, Altai, Himalayas, Hindu Kush, Thian-Shan; Atlas, Kilimanjaro, Ruwenzori; Rocky, Sierra Nevada, Alleghany, Popocatepetl; Andes, Cotopaxi; Australian Alps, Egmont, Ruapehu, Cook; Thames, Seine, Rhine, Rhone, Elbe, Danube, Tiber, Volga; Nile, Niger, Congo, Zambesi; Euphrates, Tigris, Amu (Oxus), Ganges, Hoang-ho, Yang-tse-kiang, Amur, Lena, Yenisei, Obi; St. Lawrence, Mississippi, Missouri, Mackenzie; Amazon, La Plata; Murray.

Drawing.—Freehand drawing of regular forms and curved figures from the flat; very elementary knowledge of degrees. (See Regulation 23.)

Grammar.—The distinguishing of the nouns, verbs, adjectives, articles, and pronouns in easy sentences. The more difficult pronouns (as the indefinite and distributive) are not to be used as tests of knowledge in this standard, but the children should be able to recognise as a pronoun any personal, possessive, or demonstrative pronoun, whether used as a substantive or as an adjective.

English History.—Such a knowledge of a few prominent persons and events, distributed over the whole period from the Roman invasion, as might be imparted in twenty or thirty lessons of a simple character. Lessons explanatory of historical pictures would best answer the end in view. The teacher will prepare a list of about twenty-five persons and events, and about a dozen dates, and the Inspector will ask simple questions to ascertain whether the children have retained an intelligent knowledge of the subjects set down in these lists, and will expect to find that a few dates selected are thoroughly impressed on their memory. The dates should be well spread over the whole period, and relate to very important events or crises.

Knowledge of Common Things.—A syllabus as for object-lessons in the former standards.

Repetition of Verses.—Syllabus showing progress.

[*Handwork.*—See Regulation 29.]

ADDITIONAL SUBJECTS.

Singing.—Easy exercises on the common chord and the interval of a second, in common time and $\frac{3}{4}$ time, not involving the use of dotted notes; use of the signs *p.*, *f.*, *cres.*, *dim.*, *rall.*, and their equivalents; songs as before, or in common with the upper part of the school.

Needlework.—See Regulation 28.

Drill.

STANDARD IV.

PASS-SUBJECTS.

A.—*English.*

1. *Reading.*—An easy book of prose and verse.

2. *Spelling and Dictation* suited to this stage, as represented by the reading-book in use; the dictation to exhibit a knowledge of the use of capitals and punctuation, but (at inspection) to be confined to prose.

3. *Writing.*—Good copies in a hand not larger than round-hand, and transcription of poetry.

4. *Composition.*—Letter-writing on prescribed subjects; the addressing of letters and envelopes; exercises in the turning of two given simple sentences into one simple sentence with an adjunct, and in the construction of the complex sentence by the blending of given simple sentences through the use of substantival, adjectival, and adverbial clauses. The pupils are not to be required to give technical names to sentences, adjuncts, or clauses, or to distinguish the three kinds of clauses, but they must be able to turn given sentences into clauses, and to insert them in suitable order.

B.

5. *Arithmetic.*—Long multiplication of money; reduction of money, weights and measures; the compound rules applied to problems in weights and measures; practice, and the making out of bills of accounts and receipts; tables of money, weights and measures. The weights and measures for this standard are: Avoirdupois weight, troy weight, long measure, square measure, measures of capacity (including cubic measure) and time, and angular measure. The question for "pass" must not include the difficult cases in which division by $5\frac{1}{2}$ or $30\frac{1}{4}$ with a remainder is involved, but such cases may be put separately as a test of the ability of the class. Mental arithmetic adapted to this stage of progress.

CLASS-SUBJECTS.

Geography.—New Zealand: Seat of Government; chief towns of provincial districts; leading products and industries according to locality; principal ports; inter-provincial transit; principal objects of interest to tourists; rough maps of the colony showing such one set of principal features (as capes, towns, rivers, mountains) as the Inspector may require. Australia: The names and positions of the colonies, and their chief towns, capes, bays and ports. The map of the world: The principal trade-routes; the countries in which the principal articles of commerce are produced; the chief ports and trading centres; the oceans and great seas; the most conspicuous geographical features of the several continents.

Drawing.—Practical plane geometry and very simple applications of scales to the geometrical problems. Freehand drawing to be kept up. (See Regulation 23.)

Grammar.—The distinguishing of all the parts of speech in easy sentences; the inflections of the noun, adjective, and pronoun.

English History.—The period from the Norman Conquest to the Battle of Bosworth: about twenty-five persons and events, and about twelve

dates, are to be selected from this period by the teacher. (See Regulation 19, and the description of the work in history for Standard III.)

Elementary Science.—As prescribed in Regulation 24 or 25.

Recitation.—A list of pieces learnt, and one piece (or more) specially prepared for the examination.

[*Handwork.*—See Regulation 29.]

3. Additional Subjects.

Singing.—Easy exercises on the chords of the dominant and subdominant and in the intervals prescribed for Standard III. ; exercises in triple time ; use of dotted notes ; melodies, rounds, and part-songs in common with the higher standards. [*Note.*—It will suffice if this class take the air of the song, while the other parts are sung by the more advanced classes, and it may be useful to let older scholars lead the parts in a round.]

Needlework.—See Regulation 28.

Drill.

Standard V.

The Standard of Education under "The School Attendance Act, 1894, Section 3, Sub-section 4.)

Pass-subjects.

A.—*English.*

1. *Reading.*—A book of general information, not necessarily excluding matter such as that prescribed for Standard IV.

2. *Spelling and Dictation* suited to this stage.

3. *Writing.*—Small-hand copies in a strict formal style, and text-hand ; transcription of verse in complicated metres, and of prose exhibiting the niceties of punctuation.

4. *Composition.*—A short essay or letter on a familiar subject, or the rendering of a passage of easy verse into good prose.

B.

5. *Arithmetic.*—Proportion ; simple interest ; the easier cases of vulgar fractions, and problems involving them ; mental arithmetic.

Class-subjects.

Geography.—New Zealand and Australia, as for Standard IV. The map of Great Britain and Ireland : Capitals, great ports, and cities and towns of more than 200,000 inhabitants, with their characteristic industries and geographical advantages. The map of Europe : The principal seas, gulfs, headlands, mountains, and rivers ; countries and their capitals and great ports ; geographical advantages of the several capitals and ports ; forms of government of the Great Powers. Physical geography : General distribution of land and water on the surface of the globe ; the mountain and river systems of some one continent ; watershed ; formation of deltas. The globe : The form of the earth ; the daily rotation ; the annual revolution ; the approximately stable direction of the axis ; day and night ; the seasons ; the zones, meridians, and the cause of the differences of local time.

Drawing.—Practical plane geometry ; drawing to scale ; freehand drawing to be kept up. (See Regulation 23.)

Grammar.—Inflections of the verb ; the parsing (with inflections) of all the words in any easy sentence ; analysis of an simple sentence.

English History.—The period from the accession of Henry VII. to the death of Queen Anne : about twenty-five persons and events, and about twelve dates, are to be selected by the teacher. (See Regulation 19, and the description of the work in history for Standard III.)

Elementary Science.—See Regulations 24 and 25.

Recitation.—Of a higher order than for Standard IV.

[*Handwork.*—See Regulation 29.]

Additional Subjects.

Singing.—More difficult exercises in time and tune; strict attention to expression-marks.

Needlework.—See Regulation 28.

Drill.

Standard VI.

Pass-subjects.

1. *Reading.*—A book containing extracts from general literature.

2. *Spelling and Dictation* suited to this stage.

3. *Writing.*—The copying of the tabulated matter, showing bold head-lines and marking distinctions such as in letterpress require varieties of type (*e.g.*, the copying of these printed standards, or of a catalogue showing division into groups).

4. *Composition.*—Essay or letter.

5. *Arithmetic.*—Vulgar and decimal fractions; simple cases of compound interest and of other commercial rules, such as discounts, stocks, partnership, and exchange; the metric system of weights and measures, and calculations with pound, florin, cent, and mil; square root, and simple cases of mensuration of plane surfaces and of solids bounded by planes; mental arithmetic.

6. *Geography.*—The maps of Asia and North America: Work analagous to the work prescribed under the head of "Map of Europe" for Standard V. The map of the world: British possessions; their principal towns and leading products; with some knowledge of their relative importance, and of the forms of government of the most important. Physical geography: The principal causes of difference of climate, with illustrations. The globe, as in Standard V., with a knowledge of the significance of parallels of latitude, and with special reference to the seasons in the Arctic and Antarctic circles.

7. *Drawing.*—Elementary solid geometry and freehand drawing from simple models; or one of these subjects together with more advanced freehand drawing. (See Regulation 23.)

Class-subjects.

Grammar.—Complete parsing (including syntax) of simple and compound sentences (easy), prefixes and affixes, and a few of the more important Latin and Greek roots, illustrated by part of the reading-book; analysis of easy complex sentences.

English History. The period from the death of Elizabeth to the reign of Victoria; also the elements of social economy—that is to say, very elementary knowledge of such subjects as government, law, citizenship, labour, capital, money, and banking; great stress is to be laid on the elementary knowledge of social economy. (See Regulation 19, and history for Standard III.)

Elementary Science.—See Regulations 24 and 25.

Recitation.—As for Standard V.

[*Handwork.*—See Regulation 29.]

ADDITIONAL SUBJECTS.

Singing. –As for Standard V.
Needlework.—See Regulation 28.
Drill.

22. In geography and history, in Standards IV., V., and VI., the course of instruction and the scope of examination need not conform strictly to the order in which the several parts of the subjects are set forth in the syllabus. The principal teacher may, at his discretion, make arrangements for instructing two or more of the classes S4, S5, and S6 together as one class in either of these subjects, and may take the several prescribed parts of a subject in any order, provided that in geography the instruction prescribed for Standard V. under the heading " the globe " must always form part of the work for that standard, and that, similarly, the instruction in " physical geography ' for Standard VI. must always form part of the work for Standard VI. ; provided also that the order he adopts for either subject be clearly defined in a written programme showing that the whole of the work prescribed for that subject in the syllabus is distributed in fair proportion over a three years' course of instruction, that this programme be always ready to be produced at the request of the Inspector, and that it be strictly followed. In this programme, or in a separate programme, or in a note-book of lessons actually given, or in a text-book marked for the purpose, the teacher may indicate for the guidance of the Inspector the particular parts of the subject which have been so treated as to afford reasonable expectation that the class will be able to give evidence of having retained a solid knowledge of them. It is expressly recognised that a great part of the instruction given in any subject is illustrative, or explanatory, or connective; and also that the aspects of a subject that have most interest for the teacher are those which he will probably be most successful in impressing on the imagination and on the memory of his pupils ; and, further, that where it is not possible to do more than establish an outline or sketch of any department of knowledge there are usually more ways than one of drawing the outline. In history, one teacher may be disposed to give prominence to dynastic considerations, another to military exploits, a third to social developments, and so on ; and in geography the thread of the instruction may be mainly political, or mainly physical, or mainly commercial. The Inspectors will judge in every case whether the plan adopted is intelligent, the work done sufficient, and the instruction effective ; and they will accommodate their examination to any intelligent and reasonable method by which the teacher seeks to comply with the requirements of the syllabus.

23. The drawing prescribed in the syllabus is illustrated by the several parts of Blair's Colonial Drawing-Book, issued by the authority of the Minister of Education, and is further defined in this regulation (23). The work appointed to be done has a direct bearing on the industrial and decorative arts. In the first three standards the elementary knowledge of geometrical form is to be acquired ; in the Fourth Standard, elementary practical geometry is introduced, limited to plane geometry ; in the Fifth Standard, practice in scale drawing is required; and, in the Sixth, the practical geometry is extended so as to include elementary solid geometry. The instruments required in the work of the first three standards can be obtained in Wellington for 4d. They are : a measure of inches, a small set-square of 45 degrees, and one of 60 degrees. For the Fourth Standard a pair of dividers (cost 6d.) is necessary. Freehand drawing begins in the First Standard ; simple rectilineal figures, first drawn with the ruler, being afterwards copied without ruler, and also drawn as dictation exercises. The freehand for the Second Standard includes forms based on the circle, semicircle, and quadrant ; and in the Third Standard common curved forms of a less simple character are introduced. The Fourth Standard freehand work is to be decidedly in advance of Third Standard work. In the Fifth Standard the easier examples, and in the Sixth Standard all the examples

are to be drawn on a larger or smaller scale than that of the copy, and in the Sixth Standard free hand is extended so as to include drawing from simple models.

In the First Standard the pupils must be able to distinguish vertical, horizontal, and oblique lines, to recognise such lines when they see them, to give the lines the appropriate names, and to draw them with ruler and without ruler at dictation. They must know that when two lines cross one another four angles are presented to view, that the size of the angles is independent of the length of the lines, that one pair of angles may be larger than the other pair, that when there is no such inequality the angles are said to be right angles and the lines are mutually perpendicular, that in this case any two segments containing one of the right angles form also a "square" corner, that a horizontal line is perpendicular with respect to a vertical line, that the obtuse and acute angles are respectively greater and less than the right angle, and that two lines without mutual inclination are parallel. Strict scientific definitions will not be demanded, but the pupils must be able to use and apply the several geometrical terms required, and to give approximate verbal explanations of their meaning. They should also know how to draw lines parallel or perpendicular to one another by means of set-square and flat ruler. Proceeding to simple geometrical figures, which should be illustrated by models in cardboard or wood as well as by drawing, they should know the square and the oblong as square-cornered figures of four sides, all the sides being equal in the square, while in the oblong there are two long sides equal and two short ones equal. The pupils should draw these figures with sides of prescribed length. The meaning of diagonal must be known, as also of triangle, equilateral, isosceles. The two triangles into which a diagonal divides a square or oblong must be recognised as right-angled triangles, and in the square as isosceles triangles. So far as is possible without strict geometrical construction the pupils must be able to draw at dictation, with ruler or as freehand exercises, the several kinds of triangles here named, as well as to recognise them. "Base," "apex," "altitude," as applied to isosceles triangles, should be known. The drawing exercises, with and without ruler, must include combinations of straight lines forming borders and simple patterns.

In the Second Standard the freehand drawing is to include forms based on the circle, semicircle, and quadrant. The knowledge of terms—tested by models, by diagrams, and by dictation—must include circumference, radius, diameter, arc, chord, segment, semicircle, and quadrant. The rhombus and the rhomboid are to be studied: the rhombus as like the square, except as to its angles, and the rhomboid as similarly comparable to the oblong; the rhombus as divided by one diagonal into two obtuse-angled triangles, and by the other into two acute-angled triangles, all isosceles; and the rhomboid as divided by one diagonal into two obtuse-angled triangles, and by the other into two acute-angled triangles or two obtuse-angled triangles, two at least of the triangles being scalene.

In the Third Standard the new figures for study are the trapezium and the polygon, especially the regular hexagon and regular octagon. It is to be known that any regular polygon may be divided into isosceles triangles (equilateral in the hexagon), each of which has its apex in the centre of the figure. The right angle is to be known as an angle of 90 degrees; the sum of the angles round a point as equal to four right angles or 360 degrees; the sum of the angles of a triangle as 180 degrees (illustrated by folding a triangular piece of paper so that the three corners may meet at a point in one of the sides); and the sum of the angles of any four-sided figure as 360 degrees (illustrated by tearing off the four corners of a trapezium and putting them together at a point). The work of the standard must include ruling, freehand, dictation, and memory exercises on the geometry of form, and the freehand from set copies must include some curves more difficult than such as can be produced by joining quadrants together.

In the Fourth Standard the freehand drawing is to be more advanced than that of the Third Standard. Practical use is to be made of set

squares in the drawing of lines at angles of 90, 60, 45, 30, 15 degrees, and others depending on these; and the pupils must be prepared with problems of practical construction. They ought also to be able to work the problems from given dimensions to one or other of the following scales: 3in., 1½in., or ¾in. to a foot; ¾in. to a yard (¼in. to foot); 1in. to a mile (⅛in. to a furlong). The problems required are the following:—

To bisect a given straight line or an arc.
To bisect a given angle.
To draw a perpendicular to a given straight line at a given point on it.
To draw a perpendicular to a given straight line from a given point outside it.
To draw a line parallel to a given straight line at a given distance from it.
To draw a line parallel to a given straight line through a given point.
To make an angle at a given point in a given line equal to a given angle.
To divide a given straight line into any number of equal parts.
To divide a given straight line proportionally to a given divided line.
To divide a circle into three, six, twelve, four, or eight equal parts.
To construct a triangle, its three sides being given.
To construct an equilateral triangle on a given side.
To construct an isosceles triangle, the base and the angle at the apex being given.
To construct a square, the side being given.
To construct a square, the diagonal being given.
To construct a rectangle, the sides being given.
To construct a rectangle, the diagonal and one side being given.

For the Fifth Standard, pupils must be able to make their own free-hand sketches of some common object as a preliminary to scale-drawing, to measure the object and note the measurements on the sketch, and then to draw the object to scale. Progress in freehand must be shown, and the simplest exercises of the year must be drawn either larger or smaller than the copy set. The problems required in practical geometry are the following:—

To construct a rhombus, the diagonal and side being given.
To construct a rhomboid, the sides and one of the angles being given.
To construct a trapezium equal to a given trapezium.
To construct a triangle on a given base and similar to a given triangle.
To construct a rectangle on a given side and similar to a given rectangle.
To enlarge or reduce any given figure by a system of squares.
To divide a circle into any number of equal parts (by construction).
To construct any regular polygon on a given line.
To construct an ellipse by pins and string.
To describe a circle through three given points.
To inscribe a circle within a given triangle.
To describe a circle with a given radius to touch two converging lines.
To describe a circle with a given radius to touch a given straight line and a given circle.

In the Sixth Standard all copies made from the flat must be enlarged or reduced. The models for model drawing are the same simple solids as are prescribed for the geometrical drawing of this standard, and combinations of the same as found in simple common objects, such as tables, boxes, books, bottles, buckets, &c. The model drawing and the method of teaching it are fully illustrated in the first-grade model drawing in the Colonial Drawing-Book, issued by authority of the Minister of Education.

The work in practical solid geometry is as follows: Plans and elevations of the sphere and cube, the cone and pyramid, the cylinder and prism, and slabs. Pupils must be able to give correct definitions of these solids, and to draw plans and elevations of them, and of simple objects based on them, on three planes of projection, and also (in the largest schools) to draw sections of them in any plane perpendicular to the horizontal or to the vertical plane.

Teachers may claim exemption for girls from examination in geometrical drawing.

24. The instruction in elementary science for Standards IV., V., and VI. shall be based on a programme, which shall be prepared by the head-teacher, to show the distribution of the subject over a three years' course of lessons. The programme must include such elementary knowledge of physics and such a conception of chemical action as may be imparted by a proper use of Professor Bickerton's "Materials for Lessons in Elementary Science," and must also include instruction in elementary mechanics, or in elementary laws of health, or in ambulance work and modes of resuscitation, or in botany, or some other subject recognised by the Inspector as equivalent to one of these; provided, however, that, if the elements of agricultural knowledge be efficiently taught, no other elementary science shall be required for these standards.

25. The programme of the elements of agricultural knowledge which may be substituted for the programme of "elementary science" is as follows:—

Standard IV.—(*a.*) The parts of plants, stems, leaves, roots, flowers, and fruit (with special reference to fruit-trees and agricultural plants).

(*b.*) Fertilisation of flowers and formation of seed. Storage of food in seeds, roots, &c. Germination.

(*c.*) Composition of plants. The meaning of the terms organic and inorganic. Elements and compounds. Outlines of chemistry of air and water.

(*d.*) How plants obtain their food. Function of the leaf. Decomposition of carbonic acid. Leaf-green. Importance of water to the plant. Absorption of food by the roots. Action of root-hairs.

(*e.*) The soil. How soils are formed. Decay of rocks. Chemical constituents of soils. Subsoil. Humus. The soil as a source of plant-food.

Standard V.—(*f.*) Brief outline of the chemistry of the elements essential to the growth of plants. Influence of light, warmth, and moisture of plant-growth. Bacteria as the cause of decay and fermentation.

(*g.*) Mechanical analysis of soils. Classification of soils. Good and bad qualities of soils. Influence of mechanical condition of soils on their fertility. Plant-food in the soil, available and dormant.

(*h.*) The objects to be obtained by tillage. Improvement in the mechanical condition. Importance of a good seed-bed. Chemical changes induced by exposure to the air. Action of bacteria, &c., in the soil. Fallows. Tillage as partly replacing manure. Water in the soil. Capillary action in the soil. Drainage. Possible loss of plant-food in drainage water. Differences in modes of cultivation for light and heavy soils. Plant-food in the soil. Exhaustion of the soil. Principle of application of manures. Principle of rotation of crops. Improvement of the soil.

Standard VI.—(*i.*) Object of manuring. General and special manures. Farmyard manure, its composition and value; its liability to ferment; management to prevent loss of value. Vegetable and animal refuse as manures. Green manuring. Plant-food most frequently wanting in soils. Manures supplying particular kinds of plant-food. Guanos. Special manures supplying nitrogen. Bone manures. Superphosphate and other manures. Action of lime on the soil.

(*j.*) The characteristics of the common crops—cereals, fodder-crops, root-crops. Habit of growth of a plant. Distribution of roots. Principle of adaptation of manures to crops.

(*k.*) Importance of good seed. Propagation of plants by cuttings, tubers, bulbs, &c. Objects of grafting and of pruning. Insect-pests. Insect changes, as illustrated by the life-history of common insects. Nature of parasitic fungi.

In schools in which it is not practicable to have the work of the three standards done separately, Part I. may be taken as the work of one year; Part II. may be taken as the work of another year, together with so much of Part I. as is necessary to render Part II. intelligible to beginners; and Part III., with the most necessary portions of Part I., as the work of a third year.

26. The object-lessons and lessons on natural history, manufactures, and common things, for Standards I., II., and III. ,are intended as an introduction to the elementary-science lessons for the higher standards. Classes S1 and S2, or S1, S2, and S3, may be taught and examined together in these subjects if the programme of lessons is varied from year to year, so that on the whole the work prescribed for two or three classes shall be done in two or three years, as the case may be; or S3 may be instructed in elementary science with any higher class, and even S1 and S2 may, instead of receiving lessons on objects, &c., be instructed in the elementary science prescribed for the higher standards if the instruction in elementary science is oral, illustrative, and experimental, and is, in the teacher's judgment, adapted to the capacity of the lower classes, and fitted to promote the development of their faculties.

27. Any order of instruction in singing other than that prescribed in the standards will be recognised as of equivalent value if the result be good singing, sufficient theoretical knowledge, and careful training of the lower classes as well as the higher.

28. All the girls in any public school in which there is a mistress or assistant mistress shall learn needlework, and the Inspector shall judge all other work done by the girls more leniently than that done by the boys in such a degree as would be implied in reducing by 10 per cent. the minimum marks required for an examination pass. To secure full approval the needlework of the several classes must be according to the following programme:—

[S1. Threading needles and hemming.
S2. The foregoing, and oversewing, running and felling, and fixing a narrow hem.
S3. The foregoing, and stitching, sewing on strings and buttons, and making eyelet holes for hooks.
S4. The foregoing, and setting in gathers, button-hole stitch, and sewing on hooks and eyes.
S5. The foregoing, and button-holes, and plain darning on stocking material.
S6. The foregoing, and darning and patching linen, calico and woollen material, herring-bone stitch, cutting out on paper, and cutting out and fixing one plain garment.]

(*S1. Threading needles and hemming.* (*Illustration of work: Strips of calico, or a plain pocket-hankerchief.*)
S2. The foregoing, and felling and fixing a hem. (*Illustration: A child's pinafore.*)
S3. The foregoing, and stitching, sewing on strings, and fixing all work up to this stage. (*A pillow-case, or woman's plain shift, without bands or gathers.*)
S4. The foregoing, and button-holing, sewing on buttons, stroking, setting in gathers, plain darning, and fixing. (*A plain day- or night-shirt.*)
S5. The foregoing, and whipping, a tuck run, sewing on frill, and gathering. (*A night-dress with frills.*)
S6. Cutting out any plain garment and fixing it for a junior class;

darning stockings (fine and coarse) in worsted or cotton; grafting; darning fine linen or calico; patching the same; darning and patching fine diaper.

If knitting is learnt, it shall be in the following order: A strip of plain knitting; knitted mufflatees, ribbed; a plain-knitted child's sock; a long-ribbed stocking.)

[29. With the authority of the Education Board, given under section 3 of "The Manual and Technical Elementary Instruction Act, 1895," in any school any suitable course of hand-and-eye training or of manual instruction, called in Regulation 21 "Handwork," may be substituted for any one of the class-subjects except drawing: Provided,—(1) That drawing with brush or chalk may be substituted for the drawing prescribed in Regulation 23; (2) that modelling in clay may be combined with the drawing of any standard; (3) that modelling in cardboard may be combined with the drawing of SS. 4, 5, 6; and (4) that in the case of (2) or (3) the requirements of Regulation 23 shall be modified accordingly. The Inspector shall approve of the suitability of the course of handwork adopted, having regard to the needs of the particular school and to the value of such course of handwork as a part of the general course of instruction given in the school.]

30. In case of any misunderstanding arising as to the meaning of any part of these regulations, the Minister of Education may declare what is to be taken as the meaning, and his interpretation shall be binding upon all persons to whom it is communicated, and shall, if declared by publication in the *New Zealand Gazette*, have equal force with these regulations.

[31. Standard V. as defined in these Regulations shall be the standard of education prescribed under "The School Attendance Act, 1894," section 3, sub-section (4).]

(26. Standard IV. as defined in these regulations shall be the standard of education prescribed under "The Education Act, 1877," section 90, sub-section (4).

27. The following rule for determining passes in arithmetic is prescribed on the recommendation of the Inspectors:—

For Standards III., IV., V., and VI., five questions will be set for each class. In questions that are not purely mechanical half marks will be allowed for correctness of method. Three questions right will pass for boys and two and a half for girls.)

APPENDIX B.

REGULATIONS FOR TEACHERS' CERTIFICATES.

(Under the Education Act, 1877.)

5th July, 1887; 10th September, 1891; 9th October, 1894.]

1. There shall be five classes of certificates, distinguished (from the highest to the lowest) by the letters A, B, C, D, E.

2. In each class there shall be five divisions, distinguished (from the highest to the lowest) by the numbers 1, 2, 3, 4, 5.

3. The class for which a certificate is granted shall depend upon attainments in learning, as proved by examination; the division in the class, upon experience and practical skill in the art of teaching and of school management.

4. The relative values of certificates shall depend in equal degree upon attainments in learning and upon practical skill, as indicated in the subjoined scale, in which the letter and number denoting any one certificate stand opposite to the letter and number which, in any other column, denote a certificate of equal value.

SCALE OF COMPARATIVE VALUES.

A1	...	...	...	...	1st Rank.
A2	B1	...	...	...	2nd „
A3	B2	C1	...	...	3rd „
A4	B3	C2	D1	...	4th „
A5	B4	C3	D2	E1	5th „
	B5	C4	D3	E2	6th „
		C5	D4	E3	7th „
			D5	E4	8th „
				E5	9th „

5. A certificate shall not be granted to any candidate who has not given proof of having been regularly engaged in teaching for at least two years in a public school or schools, or in some school or schools subject to Government inspection, in New Zealand or elsewhere: Provided that the Minister of Education may estimate a period spent in teaching in other schools than those described in this regulation as equal to a shorter period of service in a public school; and that a period spent in a normal school by a student in training shall be regarded as equivalent to an equal time spent in teaching.

6. A certificate shall not be granted to any candidate until an Inspector of Schools has testified to the candidate's practical efficiency by awarding at least two marks, according to the scale of marks defined in Regulation 19.

7. A certificate granted to a candidate under the age of twenty-one years shall be a provisional certificate, which may be exchanged for an ordinary certificate when the candidate has reached the age of twenty-one.

8. A certificate shall not be granted to any person who does not produce sufficient evidence of good moral character, and of freedom from all such physical defects as are incompatible with efficiency in teaching, and in the management of a school, nor shall any person be admitted to examination under these regulations without producing such evidence.

9. A certificate shall not be granted except after examination held in accordance with these regulations, or after proof of the passing of an equivalent examination held by some sufficient public authority; provided that a partially equivalent examination may be recognised *pro tanto*, and supplemented by such further examination as the Minister of Education may order, and that the Minister shall be the judge of the value to be assigned to examinations proposed for acceptance as equivalent or partially equivalent.

10. A candidate who has served four years as a pupil-teacher, or has been a student in a teacher's training-college for one year, or has "obtained credit" at the Junior Scholarship Examination of the University of New Zealand, may be examined without regard to age; but, with this exception, every candidate for examination must give evidence of having reached the age of eighteen years, and, with the same exception, every candidate relying on an equivalent examination must give evidence of having reached the age of eighteen years before the time of such examination.

11. The examination for Class E shall include the following subjects:—

Reading, writing, spelling, English grammar and composition (including punctuation), arithmetic, geography, English history, elementary science (as hereinafter defined), vocal music, drawing, and the art of teaching and school management.

Women shall be examined also in needlework, and, in consideration of this addition to their list of subjects, will be allowed to substitute the laws of health and domestic economy for elementary science, if they choose to do so. They will also be permitted to pass in arithmetic on somewhat easier terms than men.

The papers for this class, with the exception of the papers on the art of teaching and school management, and in elementary science and domestic economy, will be based generally on the programme of public-school standard work; but, as compared with papers set for examination in standards, will be so much more difficult as the comparative maturity of the persons examined renders reasonable and proper.

Geography will include the form and motions of the earth; the phenomena of day and night and of the seasons; the real significance of the polar circles, tropics, and equator; the most elementary parts of physical geography; the general topography and political geography of the world (without minute detail); and map-drawing, from memory, of the hemispheres, the Continents, Great Britain and Ireland, and New Zealand.

In English history a fair knowledge of the period from 1603 to 1837 will be required; and a cursory knowledge of the chief events prior to 1603.

12. The examination for Class E in elementary science will be based upon the following programme:—

Fundamental Ideas of Matter and Energy.—Three States of Matter—Mass—Inertia—Force—Momentum—Acceleration—Energy—"Centrifugal Force."

Conditions of Matter.—Compactness—Porosity—Hardness—Brittleness—Toughness—Malleability—Ductility—Tenacity—Flexibility—Elasticity—Compressibility—Viscidity—Liquidity—The Gaseous State—Diffusion—Solution—Crystallization.

Gravitation.—Weight—Density—Specific Gravity—Flotation—Balloon—Pressure of Liquid Column—Level—Pressure of Air—Barometer—Pump—Siphon—Diving-bell—Falling Bodies—Work—Laws of Gravitation.

Mechanical Powers.—Lever—Wheel and Axle—Pulley—Inclined Plane—Screw.

Sound.—Echo—Waves—Velocity—Pitch—Resonance—Interference.

Light.—Propagation—Velocity—Reflection—Looking-glass—Refraction—Lenses—Prism and Colour.

Heat.—Production—Measurement of Temperature and Quantity—Expansion—Winds—Conduction—Convection—Steam—Latent Heat—Evaporation—Distillation—Radiation.

Magnetism.—Properties of Magnets—Induction—Mariner's Compass.

Electricity.—Development of Frictional Electricity—Attraction—Repulsion—Induction—Conduction—Insulation—Distribution—Lightning Conductors—Electric Machines—Simple ways of Producing a Galvanic Current—Conductors—Resistance—Heat—Electro-magnets—Magneto-Electricity—Simple Telegraphs—Telephones—Electric Lights—Chemical Decomposition.

Chemistry.—Mixtures and Compounds—Combination and Decomposition—Elements and Compounds—Affinity—The Air—Burning—The preparation, elementary properties, and simpler compounds of Oxygen, Hydrogen, and Nitrogen—Atoms and Molecules—Chief properties of Carbon, Sulphur, Phosphorus, and Chlorine—Oxidization and Reduction—Flame—Acids, Bases, and Salts—Preparation and properties of Nitric and Hydrochloric Acids—Properties of Sulphuric Acids.

Physiology and Health.—Organized Matter—Animals contrasted with Plants—Composition and nutrition of Plants—Composition and general form of the Human Body—Positions and functions of the Internal Organs—Alimentation—The Blood—Circulation—Respiration—Functions of the Skin—Animal Heat—The Ear—The Eye—Ventilation—Cleanliness in person, home, and surroundings—Drainage—Temperance—Food—Clothing.

12A. In the examination for a teacher's certificate of Class E, a candidate may, if he give notice when he applies to be examined, substitute for "elementary science" the elementary knowledge of agriculture, as defined in the following syllabus:—

(a.) The parts of plants, stems, leaves, roots, flowers, and fruit (with special reference to fruit-trees and agricultural plants).

(*b.*) Fertilisation of flowers and formation of seed. Storage of food in seeds, roots, &c. Germination.

(*c.*) Composition of plants. The meaning of the terms organic and inorganic. Elements and compounds. Outlines of chemistry of air and water.

(*d.*) How plants obtain their food. Function of the leaf. Decomposition of carbonic acid. Leaf-green. Importance of water to the plant. Absorption of food by the roots. Action of root hairs.

(*e.*) The soil. How soils are formed. Decay of rocks. Chemical constituents of soil. Subsoil. Humus. The soil as a source of plant-food.

(*f.*) Brief outline of the chemistry of the elements essential to the growth of plants. Influence of light, warmth, and moisture on plant-growth. Bacteria as the cause of decay and fermentation.

(*g.*) Soils: Mechanical analysis of soils. Classification of soils. Good and bad qualities of soils. Influence of mechanical conditions of soils on their fertility. Plant-food in the soil, available and dormant.

(*h.*) Tillage: The objects to be obtained by tillage. Improvement in the mechanical condition. Importance of a good seed-bed. Chemical changes induced by exposure to the air. Action of bacteria, &c., in the soil. Fallows. Tillage as partly replacing manure. Water in the soil. Capillary action in the soil. Drainage. Possible loss of plant-food in drainage water. Difference in modes of cultivation for light and heavy soils. Plant-food in the soil. Exhaustion of the soil. Principle of application of manures. Principle of rotation of crops. Improvement of the soil.

(*i.*) Manures: Object of manuring. General and special manures. Farmyard manure, its composition and value; its liability to ferment; management to prevent loss of value. Vegetable and animal refuse as manures. Green manuring. Plant-food most frequently wanting in soils. Manures supplying particular kinds of plant-food. Guanos. Special manures supplying nitrogen. Bone manures. Superphosphate and other mineral manures. Action of lime on the soil.

(*j.*) Crops: The characteristics of the commoner crops—cereals, fodder crops, root-crops. Habit of growth of a plant. Distribution of roots. Principle of adaptation of manures to crops.

(*k.*) Importance of good seed. Propagation of plants by cuttings, tubers, bulbs, &c. Objects of grafting and pruning. Insect pests. Insect changes, as illustrated by the life-history of common insects. Nature of parasitic fungi.

13. The examination for Class D shall include, in the first place, the following subjects as they are defined in Regulation 11: Reading, writing, vocal music, drawing, and the art of teaching and school management, and (for women only) needlework. Any candidate for Class D who has passed for Class E will be exempt from examination in these subjects.

In the next place the examination for Class D shall include English grammar (with spelling, composition, and punctuation), arithmetic, geography, and English history, and the papers in these subjects shall be more difficult than those set for Class E.

The examination for Class D shall also include elementary experimental science, the programme being the same as that prescribed for elementary science for Class E, but the treatment different. The questions set will demand a knowledge of simple experiments adapted to the illustration of the several parts of the programme. A list of experiments will be supplied to candidates who apply for it to the Inspector-General of Schools.

For elementary experimental science, a candidate may, if he give notice when he applies for examination, substitute the elementary knowledge of agriculture as defined in the syllabus for Class E. The examination in this subject will be more difficult than that for Class E, and will demand a knowledge of simple experiments.

The examination for Class D shall include, lastly, two subjects chosen by the candidate from the following list: Latin, Greek, French, German or Italian, algebra, Euclid, elementary mechanics, elementary physics, elementary chemistry, elementary biology. The scope of the examination in these subjects will be as follows: In languages: Translation at sight from and into the language chosen by the candidate, and questions in the grammar of the language. Algebra: To simple equations inclusive, with easy

problems. Euclids: Books I. and II. Elementary mechanics: The elements of statics, dynamics, and hydrostatics. Elementary physics: Heat, sound, light, and electricity. Elementary chemistry: The non-metallic elements, and the atomic theory. Elementary biology: Elements of animal physiology; *or*, elements of the morphology and physiology of flowering plants, including the main characteristics of the chief native and introduced natural orders. The paper will contain questions on both branches (zoology and botany), but a candidate will not be required to answer questions on both. Any candidate for Class D who has passed the Matriculation Examination or the Junior Scholarship Examination of the New Zealand University, being at the time of passing of the age required by Regulation 10, or otherwise qualified as that regulation requires, may be excused from examination for Class D in those subjects in which, at the Matriculation or Junior Scholarship Examination, he obtained such marks as in the judgment of the Minister of Education afford evidence of sufficient knowledge of the subjects.

14. A candidate for Class C shall be required to pass the first section of the examination for the degree of Bachelor of Arts or Bachelor of Science in the University of New Zealand; and also (unless he has already passed for Class D) to pass the whole of the examination for Class D, with the exception of the two optional subjects. (A candidate may pass the required University examination without being an undergraduate of the University.)

15. Subject to the operation of Regulations 5, 6, 7, and 8, Bachelors of Arts or Bachelors of Science of the University of New Zealand may be admitted to Class B without examination.

16. Subject to the operation of Regulations 5, 6, 7, and 8, graduates of the University of New Zealand in the first or second-class honours may be admitted to Class A without examination; as also may Masters of Arts who at the M.A. examination showed a degree of proficiency as high as that which is required for first or second class honours.

17. An examination for the two classes D and E, and, if necessary, for higher classes also, shall be held every year in the month of January, and shall begin not earlier than the seventh day and end not later than the seventeenth day of the month; and no candidate shall be admitted to the examination who does not give notice by the thirty-first day of October next before the examination in a form to be provided for that purpose by the Minister of Education, and send with such notice a bank receipt for the sum of one pound sterling paid to the credit of the Public Account at some branch of the bank at which the Public Account is kept: provided that a candidate in whose favour partial success has been recorded under Regulation 9 or Regulation 18 shall not be required to pay a fee for examination in a subject or subjects for the mere completion of the work of a former examination; and that the holder of a provisional certificate shall not be required to pay a fee for examination in the subject or subjects on account of which the certificate was made provisional.

18. A candidate whose work at any examination is good on the whole, but in one or two subjects is below the required standard, may be registered as having achieved partial success at the examination, and, on giving notice as required by Regulation 17, may at the next examination sit without payment or fee, to be examined only in such one or two subjects; and such candidate, if successful in such subject or subjects, shall be deemed to have passed the examination.

19. The class for which a certificate is granted being determined by examination, the division within the class shall depend—first, on the number of years during which the teacher has been actually engaged in school-teaching, one mark being assigned for two years' service, two marks for five years, three marks for eight years, four marks for eleven years, and five marks for fourteen years and upwards; and, second, on the judgment of an Inspector, such judgment being expressed by marks numbering 2, 4, 6, 8, or 10, according to the Inspector's estimate of less or greater efficiency; and, the marks of both series being added, 14 marks shall qualify for the first division, 11 marks for the second, 8 marks for the third, 5 marks for the fourth, and 3 marks for the fifth. In assigning marks for efficiency, the Inspector will use the number "2" as a substitute

for the lowest, and the number "10" as a substitute for the highest term in a series of terms beginning with "tolerable," and ending with "excellent"; and an Inspector may put "0" in place of a number to indicate that he considers the candidate to be incompetent. Marks for efficiency can be given only by the Inspector in whose district the teacher is at work, except that the Inspector-General of Schools may assign marks for efficiency, not exceeding four, to teachers whose practical skill is sufficiently attested by certificates granted by authorities acting outside the Colony of New Zealand, and may also assign marks to teachers in schools subject to his inspection, and not under the control of any Education Board. On the thirtieth day of June in each year, teachers who by length of service, or upon a more favourable judgment expressed by the Inspector before the thirty-first day of May, shall have become entitled to promotion to a higher division, shall receive such promotion.

20. A candidate who does not fall far short of the requirements for a certificate may, if of the age of twenty-one years, and qualified by such experience as is required by Regulation 5 in the case of a candidate for a certificate, receive from the Minister of Education a licence to teach, which licence shall be in force for two years only from the date at which it is issued, but may, at the discretion of the Minister, be renewed from time to time, and while it is in force shall have the force of a certificate.

21. Provisional certificates granted under any regulation hereby repealed shall continue in force under these regulations.

22. The Minister of Education may, on application being made to him by any Education Board, grant to any person who shall have served as pupil-teacher under such Board for a term of three years or more, and who shall have passed the final examination of the pupil-teachers' course as prescribed by such Board, a district licence tenable for twoyears from the date at which the aforesaid final examination was passed, and during such two years such district licence shall, within the education district of the Board by which such application shall have been made, have the force of a certificate granted under "The Education Act," 1877.

23. At any examination of candidates for teachers' certificaes, pupil-teachers in the service of any Education Board may present themselves for examination in drawing. Of four divisions of the subject — viz. (1) freehand, (2) geometrical, (3) perspective, and (4) model-drawing— they may take up any one or more at one examination or at successive examinations, and in any order; and their success in one or more of the four divisions will render them so far exempt from examination in drawing when they become candidates for certificates.

24. At every annual examination, three prizes, of £5, £3, and £1 respectively, will be awarded in order of merit to the three candidates who are most highly commended by the Examiner in drawing. The prizes will be awarded without regard to the classes for which the winners are candidates.

25. At every examination in elementary experimental science for Class D, three prizes, of £5, £3, and £1 respectively, will be awarded in order of merit to the three most proficient candidates; and teachers who hold certificates of Class E, or who have passed the examination for that class, may compete for these prizes on condition of giving notice before the thirty-first day of October, and without paying a fee.

26. With the report of every examination for Classes D and E lists will be published, containing the names of candidates who pass in any subject well enough to deserve special mention.

27. In the month of June in each year a list of teachers holding certificates and licences shall be issued by the Minister of Education, and such list shall set forth in every case of promotion to a higher class or division the reason of such promotion; and after the publication of such list every teacher who has been so promoted shall be entitled, upon making due application to the Minister, to have a record of his promotion indorsed upon his certificate.

28. The Minister of Education shall have power to cancel any certificate or licence to teach if the holder of such certificate or licence shall at any time be proved guilty of immoral conduct, or gross misbehaviour, within the meaning of "The Education Act, 1877," or of any subsequent Act.

APPENDIX C.

REGULATIONS IN REGARD TO PUPIL TEACHERS.

(Under the Education Act, 1877.)

[5th July, 1887; 16th September, 1890.]

1. Subject to the provisions of these regulations, the Board of each education district shall make its own regulations for the employment, maintenance, education, and examination of pupil-teachers, and shall submit such regulations to the Minister of Education; and such regulations shall, upon receiving his approval, come into operation, and shall not be altered or amended without his authority.

2. Any agreement already entered into between any Board and any pupil-teacher, and in force at the date hereof, shall not be affected by these regulations, or by such regulations as any Board shall hereafter make in pursuance of these regulations.

3. The regulations to be made by any Board shall include provisions to the effect that a young person of either sex, to be eligible for appointment as a pupil-teacher, must be at least thirteen years of age, of good character, of good constitution, and free from bodily or other defect or infirmity detrimental to usefulness or efficiency as a teacher, and must have passed the examination prescribed for the Fifth Standard.

4. The regulations to be made by any Board shall also deal with the matters following:—

The nature of the agreement with pupil-teachers, whether indenture of apprenticeship or otherwise.

The term of service, and the number of hours to be spent each day in teaching.

The rate of pay.

The number of hours which head-teachers shall devote to the instruction of pupil-teachers, and the remuneration for the same.

The programme of annual examinations.

5. Notwithstanding anything to the contrary contained in these regulations, or in the regulations made by any Education Board, a Board may appoint any matriculated student of any university who is of suitable character, of good health, and free from defect and infirmity detrimental to usefulness or efficiency as a teacher, to be a pupil-teacher with position and emolument equal to those of a third-year pupil-teacher, and under agreement to serve a second year as a fourth-year pupil-teacher, or under such agreement, with further agreement to serve a third year as a fifth-year pupil-teacher, and on similar conditions and terms may appoint anyone who has passed the examination for Class D.

6. The Education Department will supply short examination-papers (each for the work of an hour and a half) on composition, drawing, elementary science, school-method, arithmetic, grammar, geography, history, and the optional subjects, to Boards that adopt the following scheme of examination for pupil-teachers, and that hold the examination between the 15th and 20th of December:—

(*a.*) For pupil-teachers of the first and second years.—In one year: Parsing and analysis of simple sentences, and of easy complex sentences; and, in geography, the form and motions of the earth, the phenomena of day and night and of the seasons, the real significance of the polar circles, the tropics, and the equator, and the most elementary parts of physical geography; and in the alternate year—reduction, and vulgar and decimal fractions; and history, so far as to show ability to give instruction in it to a Third Standard class.

In any year this part of the examination will be the same for candidates of the first year as for those of the second year.

(*b.*) For pupil-teachers of the third and fourth years.—In one year: Parsing and analysis generally, and the derivation of words; and general topography, not including a knowledge of obscure and unimportant places; and in the alternate year—arithmetic as a whole; and the history of England in simple outline.

In any year this part of the examination will be the same for candidates of the third year as for those of the fourth.

(*c.*) For all pupil-teachers every year.—Reading, recitation, spelling, writing, and composition, together with one text-book of school method (four books in four years), one of the four branches of drawing (freehand, geometrical, model, perspective), and one of the four parts into which the elementary science examination for Class E is hereinafter divided.

In any year all the pupil-teachers will be examined together in the same text-book of school method, the same branch of drawing, and the same part of the elementary science examination, and due notice will be given of the special work for the year.

The elementary science will be divided as follows :—Part I. : Fundamental ideas of matter and motion, conditions of matter gravitation, mechanical powers. Part II. : Sound, light, heat, magnetism. Part III. : Electricity, chemistry. Part IV. : Physiology and health.

Candidates may be excused from drawing at this examination if they attend the drawing examination for Class E every year for one branch of the subject.

(*d.*) In any year any pupil-teacher may take up one of the subjects named as optional for Class D.

(*e.*) Fifth-year pupil-teachers will be expected to present themselves at the examination for teachers' certificates.

APPENDIX D.

REGULATIONS IN REGARD TO NORMAL SCHOOLS.

(Under the Education Act, 1877.) [5th July, 1887.]

1. The Education Board of any district in which any normal school or training-college is situated shall have the entire control and management of such school or college, subject to the provisions hereinafter made.

2. Every normal school or training-college shall be so organised as to afford to persons of both sexes intending to become teachers in public schools the means of acquiring sufficient knowledge of the subjects which they will afterwards be required to teach, and of theories of education and methods of teaching, and also to afford to such persons sufficient opportunity of practising the art of teaching.

3. The terms of admission to any normal school or training-college shall be such as to make no distinction between applicants residing within the bounds of the education district in which such institution is situate and applicants residing in an education district where there is no such institution.

4. In the arrangement of the plan of study in any normal school or training-college regard shall be had to the opportunities of instruction offered to the students in such school or college by means of lectures in any neighbouring institution affiliated to the University of New Zealand.

5. Any Education Board having the control of a normal school or training-college may establish or maintain, in connection with such school or college, a public school to be used as a practising school, and a practising school so established or maintained shall not be subject to the control of the School Committee of the school district in which it is situate ; or, the Board may agree with the Committee of any school district for the use of any public school within such district as a practising school, subject to such conditions as may be agreed upon with regard to the relations which shall in that case subsist between the principal officer of the training-college and the headmaster of the public school.

6. In every normal school the time-table shall be so constructed as to allow each student to spend five hours a week, or so much time in the year as shall be equal to five hours a week for the year, in the actual work of teaching, and it shall be the duty of the principal officer of the normal school to see that each student actually spends in the practice of teaching the amount of time so allowed.

7. Every Education Board having the control of a normal school or training-college shall frame regulations for the organisation and conduct of

the institution, and shall submit such regulations to the Minister of Education; and upon receiving his approval such regulations shall come into force, and shall not be altered or amended without his authority. Such regulations shall relate to the matters following:—

The number, status, salaries, and duties of the officers of the training-college;
The terms of admission to the college;
The time during which each student will be required or allowed to continue at the college;
The subjects of study, and the time allotted to each (approximately);
The arrangements for employing students in the actual work of teaching and the proportion of time spent in such work;
The relations of the training-college and of the its officer or officers to the practising school;
The organisation of the practising school.

APPENDIX E.

EXTRACTS FROM THE NATIVE SCHOOLS CODE, 1897.

I.—The Establishment of New Schools.

(1.) If at least ten Maoris actually residing in any locality petition the Minister of Education for a Native school, and if they, or any of them, offer to give at least three acres of land suitable for a school-site, and promise, further, to make such contribution, in money or in kind, towards the cost of school-buildings as the Minister may require, the Government may establish a school in that locality: Provided that (1) there is no Native school within a convenient distance; (2) that an Inspector of Native schools report favourably on the site offered; (3) that the Natives give the Government a proper title to the site; and (4) that they satisfy the Government that the district will keep up an average attendance of thirty at the school.

(2.) When the preliminaries have been satisfactorily settled the Government will provide a schoolhouse and a teacher's residence suited to the wants of the district. If funds are available the whole of the lands will be properly fenced in, and a plot of ground of suitable size will be enclosed with a substantial fence for a garden. The teacher must keep this plot always in good order, and endeavour to make it the model garden of the village. He must also, at his own expense, keep the whole of the school-site and the fences in good condition; but this is not to be taken to imply that he will be required to replace a fence that is actually worn out.

(3.) Under exceptional circumstances the Government may build a small schoolhouse with attached residence, if it is made clear that an average attendance of twenty can probably be secured.

(4.) In cases in which full compliance with the foregoing conditions is for the time impracticable, the Maoris may be asked to put up a temporary schoolhouse and a residence.

(5.) Masters of small schools established by Maoris may receive grants-in-aid from the Government. In such cases the ordinary rules of this code as to the buildings, the teachers, and the salaries will not be fully observed.

II.—Teachers.

(1.) Suitable persons will be selected to take charge of the schools. A mistress may have charge of a Native school, but, as a rule, the Government will appoint a married man, whose wife can, if required to do so, act as assistant-teacher. All teachers enter the service on probation.

(2.) The Native children must be taught to read and write the English language, and to speak it. Their teachers will also instruct them in the rudiments of arithmetic, of geography, and of the laws of health, and generally will endeavour to give them such culture as may fit them to become good citizens.

(3.) It is not intended that the duties of the teacher shall be confined to

the mere school instruction of the Maori children. On the contrary, it is expected that the teachers will, by their diligence, their kindness, and their probity, exercise a beneficial influence on all the Natives living near them. (A circular, dealing more fully with this matter than it can be dealt with in a code of regulations, is sent to all new teachers of Native schools.)

(4.) It is not necessary that teachers should, at the time of their appointment, be acquainted with the Maori tongue; but they may find it desirable to learn enough Maori to enable them to communicate with the adult Natives. In all cases English is to be used by the teacher when he is instructing the senior classes. In the junior classes the Maori language may be used for the purpose of making the children acquainted with the meanings of English words and sentences. The aim of the teacher, however, should be to dispense with the use of Maori in school as soon as possible.

(5.) In all cases teachers will be expected to live in the houses provided for them, unless their residing elsewhere has been sanctioned by the Minister.

III.—Conduct of the School.

(1.) In every Native school there shall be a time-table used. This document is to be hung up in a conspicuous position in the school-room, and its directions are to be always strictly followed. The school clock must be kept going as correctly as possible, and every item of school work must be begun and ended exactly at the time indicated in the time-table. If the teacher finds that he cannot work by the table he must alter it, and continue to do so until the precepts of the document and the actual work done are in thorough accord. A record shall be kept in the log-book of every temporary deviation from the course of work prescribed by the time-table. The entry should, if possible, be made before the deviation takes place.

(2.) Teachers will be required to instruct the children in the subjects mentioned in the standards set forth in Section IV. of this code, and the instruction must be made as thorough as possible. Quality rather than quantity is what is required.

IV.—Native School Standards of Education.

Standard I.

At every school examination the Inspector shall examine according to the following standards, and shall report the names of the pupils that pass and the marks assigned to each pupil:—

Reading.—To read with proper pronunciation and emphasis previously unseen English sentences made up of easy words of one syllable.

Spelling.—To spell easy words of one syllable.

Writing.—To copy on slates easy words written on the blackboard, or to transcribe from the Native-school wall-cards; and to form figures neatly.

English.—To know the English of easy Maori words, such as *haere*, *kino*, *ono*, *whare*, *rangi*; also to know the English names of familiar objects, such as the school furniture, parts of the body, articles of dress; and to be able to name these when taken singly, or in twos and threes (*e.g.*, "one eye," "two eyes"; "one man," "two men"; "one child," "two children," "three children"); and to translate from Maori accordingly.

Arithmetic.—To be able to add any two numbers, one of which at the least is not greater than nine, while the sum of the two is not higher than 100, to count up to 100, and to read from the blackboard numbers up to 999; also to work sums in addition consisting of not more than three rows of three figures each.

Sewing.—Girls to thread needles and to hem neatly.

Standard II.

Reading.—To read fluently sentences made up of words of one syllable, and easy words of two syllables; also to be able to give the Maori for words and phrases occurring in the lessons read, or to be able to show in some other way that the meaning of the lessons is thoroughly understood.

Spelling.—To spell the words in the reading lesson.

Writing.—To transcribe neatly from an easy Reader (on slates), and to write neatly in an elementary copy-book.

English.—To translate such Maori words as *ahau*, *koe*, *maku*, *naku* *tapeta*, *ki waho*, *i mua*, *tena*, *ena*, into English; to know the Maori for very easy English sentences, such as "He laughs"; "I see you"; and to understand the difference between such words as "horse," "mare"; "good," "better," "best." Also to know the names of things represented in the wall-pictures, and of the parts of these things: in the case of a picture of a fish, for instance, the children should know the names of the head, the tail, the fins, and the gills.

Arithmetic.—To know the subtraction-tables, and the multiplication-table up to twelve times; to do numeration and notation up to 1,000,000, and to work sums in addition, easy sums in multiplication, and very easy set sums in subtraction and short division; also to work very easy problems in the first four rules mentally.

Geography.—To know the definitions, and to point out the cardinal and the four intermediate points, both on the map and on the horizon; also to know the positions of the oceans, the continents, and New Zealand, and to recognise their outlines roughly sketched on the blackboard.

Sewing.—Girls to run, seam, and fell, and to fix a hem.

Standard III.

Reading.—To read fluently the "Native School Reader," and understand it, and immediately after the reading of a lesson, or of any part of it, to give in English the meaning of the words and the sentences contained in it; also to read at sight a passage from a book not more difficult than the Second Reader of Longmans' Series.

Spelling.—To write correctly from dictation sentences taken from the "Native School Primer" or Part I. of the "Native School Reader."

Writing.—To write small-hand neatly in a copy-book.

English.—To be able to describe familiar objects or actions. (For example, if the examiner holds up a little piece of pencil, and asks what it is, the pupil should be able to say, "That is a short pencil." If the examiner raises his hand, and asks what he has done, the pupil should reply, "You raised your hand, sir.") To understand clearly the difference between such expressions as "this boy," "that boy," "these boys," "those boys," "some boys," "all boys," "no boys," "many boys," "few boys"; "up," "down," "in," "out," "over," "under," &c.; and to translate into good English very easy Maori sentences, such as *Ma wai tenei pukapuka? Ehara tenei i te tamaiti pai.* Also to correct gross errors in short sentences, such as those in, "Me see you," "He good boy, "We go there yesterday." European children will be expected to reproduce a short story or fable instead of doing the work specified above.

Arithmetic.—Subtraction, long multiplication, short division, long division, compound addition, and compound subtraction; and very easy problems, each involving the use of not more than two of these rules; and, in mental arithmetic, the first four rules and the money tables.

Geography.—To know the map of New Zealand, and to answer very easy questions on the physical and political geography of the colony. The pupil should be able to answer such questions as these: "Which is the largest of the towns on the Bay of Plenty?" "Why do many of the New Zealand Steamers go to Russell, although it is but a very small town?" "Why is the climate of Hokianga warmer than that of Stewart Island?" "Why are the rivers on the east coast of the South Island longer than those on the west coast?"

Sewing.—Girls to stitch, to do herring-boning, to sew on strings, and to be learning to fix all work up to this stage.

Standard IV.

Reading.—To read fluently "Health for the Maori" with proper pronunciation and expression, to comprehend thoroughly the meaning of what is

read, and to have a good general knowledge of the contents of the book, also to read at sight from some other school-book, such as "Longmans' Third Reader," Series I., II., or III., and to answer questions on the passages read.

Spelling.—To write from dictation a short paragraph from the "Native School Reader," and to write from dictation moderately difficult words in very common use, such as pursue, until, necessary, possession, separate, accommodate.

Writing.—To write a good plain round-hand in copy-books and in exercise-books.

English.—To speak and to understand English fairly well; to translate, offhand, easy Maori sentences into good English; and to understand clearly the difference between such expressions as "I see," "I saw," "I shall see," "I had seen," "I may see," &c. To reproduce in satisfactory English the substance of a short fable or story, or to write a letter on some familiar subject in short but correct sentences. Also, to correct mistakes in spoken or written English. The children of European parents will be expected to do more difficult work of the same general character, but not involving any knowledge of Maori.

Arithmetic.—To know the compound rules and reduction, and to work problems involving the use of these and the more elementary rules. Boys will also be expected to work easy questions in weights and measures, simple rule-of-three, practice, and simple interest.

Geography.—To know the map of the world, and to answer easy questions on political and physical geography. The pupil should be able to answer such questions as these: "Why does the Danube fall into the Black Sea, and not into the North Sea as the Rhine does?" "Why must white people living in India have all hard work done for them by the natives?" "If a ship came to Auckland from the Mauritius, what would her cargo probably be?" "If this vessel sailed from Auckland for England, what would she probably take with her?" "How does the Government of England differ from that of Russia?" "When the wind is blowing strongly from the south-west it is generally cold: why is this?" "What takes place when a cool current of air meets a much warmer one?" "What is the cause of sunset?" "Where is it midnight when it is noon at Greenwich."

Sewing.—To fix all work required for Standard III., to make bands and gathers, to do button holing, to work eyelet-holes, to make loops, to sew on buttons, to darn stockings, and to make some progress in learning to knit stockings.

Standard V.

The pass-subjects for Standard V. of the public schools, together with the grammar for public-school Standard IV., and the needlework for public-school Standard V.

Standard VI.

The pass-subjects for Standard VI. of the public schools, together with the grammar for public-school Standard V., and the needlework for Standard VI.

N.B.—Children may be questioned on any part of the work of a standard below that for which they are being prepared.

Extra Subjects.

All the classes will be examined in singing, drill, and elementary drawing. "Singing" includes some knowledge of musical notation, and credit will be given to teachers that teach calisthenic or gymnastic exercises along with the drill. With respect to drawing, the instruction should, as far as possible, follow the order in which the different parts of the subject are arranged in section 19 of the "Regulations for Inspection of Schools and Standards of Examination."

V.—Scholarships.

(1.) To the most proficient of the Maori children who have regularly passed all the Native-school standards scholarships may be given, to enable them to prosecute their studies after leaving the village schools. In suitable cases boys entitled to such scholarships may, if satisfactory arrangements can be made, be apprenticed to learn European farming, or some mechanical trade, instead of being sent to a higher school.

(2.) In no case will children that have not passed Standard IV. be received as Government boarding-school scholars unless they belong to Native settlements too small to support a Native school.

(3.) Pupils that have been sent to boarding-schools by the Government will be required to pass an examination in the following subjects:—

For Boys.

(*a.*) *Old Work.*—All the work prescribed for the Native-school Standards I., II., III., and IV.

(*b*) *Arithmetic.*—Vulgar and decimal fractions; square root; the commercial rules, compound interest and partnership; mensuration of the triangle, the parallelogram, and the trapezium; and all kinds of very easy problems.

(*c.*) *History and Science.*—Miss Bourke's "New Zealand History," "Health for the Maori," and any one chapter of Bickerton's "Lessons in Elementary Science."

(*d.*) *English.*—Translation into English from a Maori book or news paper.

(*e.*) *Music &c.* — Rudiments of singing, drawing (including the rudiments of practical geometry), and drill (including gymnastic exercises).

(*f.*)—The use of the axe, adze, saw, plane, square, chisel, and hammer; or the rudiments of blacksmith's work.

For Girls.

(*a.*) *Old Work.*—All the subjects of the Native-school Standards I., II., III IV.

(*b.*) *Arithmetic.*—Weights and measures, rule-of-three, and interest, as in Standard IV. for boys, and, at the final examination, easy sums in vulgar and decimal fractions, and very easy problems involving them.

(*c.*) *History and Science.*—Miss Bourke's "New Zealand History," and "Health for the Maori."

(*d.*) *English.*—Translation into English from a Maori book or newspaper.

(*e.*) *Music, &c.*—Rudiments of singing, drawing, and drill (including gymnastic or calisthenic exercises).

(*f.*) *Household Duties.*—Cooking, laundry-work, housemaids' work, mending clothes, cutting out and making ordinary articles of dress. The pupils will be examined on the following special matters: Boiling (meat, potatoes, cabbage); frying (chops or steak, fish, eggs); stewing (beef or mutton); roasting (a joint); salting (dry-salting); making bread, also scones and cake; making rice, sago, or tapioca pudding and plum-pudding; use of acid and soda in cooking; making tea and coffee; soda and soap for washing; starch; treatment of persons suffering from typhoid, or from any sudden attack of illness in places where no other help is to be obtained.

(4.) Two examinations in these subjects must be passed, one at the end of a pupil's first year, and one at the end of the second.

A Government pupil who satisfies the examiner at both of these examinations may receive a certificate to the effect that his or her Native-school education has been satisfactorily completed.

VI.—Material for Sewing.

(1.) The Department may authorise any sewing-mistress to obtain a

stock of material, such as calico, prints, wincey, and dungaree, and of implements, such as needles, thimbles, scissors, &c. This material is to be made up into useful articles of dress by the girls at their sewing lessons. The articles so made are to be sold to the Maoris, for cash, at the cost price of the material. Implements will be supplied at the cost of the Department. The sewing-mistress of each school will be required to keep a debtor and creditor account of material received and articles sold. Once a year, on occasion of a visit of the Inspector, this account must be closed, and the value of the balance of material on hand must be carried forward to the next year's account. Implements are not to be entered in the sewing account.

VII.—Illustrated Papers Supplied.

(1.) The Department will be prepared to supply to any Native school the *Illustrated London News* or the *Graphic*. The papers must be cut and stitched as soon as they arrive at the school. They are to be kept at the school for one month for the use of the children. They are then to be handed over to the Chairman of the Committee, in order that the Maoris in the district may have an opportunity of seeing them. The Chairman will return them before receiving a fresh supply. When these papers have been in use for a full year they may be finally given to such Maoris as may desire to have them, or, if there is no demand for them, the teacher may dispose of them according to his discretion.

If the Inspector reports that the papers are of little use to the Natives of any settlement, the supply to that settlement will be discontinued.

VIII.—Classification of Teachers.

(1.) The teachers of Native Schools shall be arranged in five classes—namely, uncertificated teachers, and fourth-class, third-class, second-class, and first-class teachers; and the classes shall be numbered V., IV., III., II., and I. respectively.

(2.) Teachers wishing to be examined may at any time give notice to the Department to that effect. Arrangements will be made for holding the examination within six months after the date of such notice. A classified teacher who fails at an examination, or an unclassified teacher who fails at two successive examinations, will not be allowed to sit for examination again until two full years have passed.

(3.) The subjects of examination, with the marks assigned to each subject, are the following:—

	Marks.
Reading.—To read a passage from an English author with proper emphasis and expression, and to give the meanings of the words and sentences therein contained	200
Writing, Spelling, and Composition.—To write a neat, legible hand, to spell correctly from dictation, and to write a short essay or a letter on a familiar subject	200
Arithmetic.—The simple and the compound rules, and reduction; fractions, vulgar and decimal; practice, percentages, interest, and proportion; also, easy problems founded on these rules.	200
Geography.—To know the map of the world and the map of New Zealand, to have a fair general knowledge of political, mathematical, and physical geography, and to be able to draw from memory a sketch-map of New Zealand ...	200
Maori.—To know Williams's "First Lessons in Maori"; to translate a passage from the Maori Bible; and to translate easy English sentences or a short English letter into Maori	400
New Zealand History, etc.—The history of the discovery of New Zealand; Maori traditions; indigenous productions	

	Marks.
and their uses; Maori customs; physical peculiarities of New Zealand; the history of the New Zealand wars ...	400
The following works will be used as text-books in this subject: Sir G. Grey's "Polynesian Mythology," Judge Maning's "Old New Zealand" and "Heke's War in the North," Moss's "School History of New Zealand," "The New Zealand Reader," "Transactions of the New Zealand Institute," Vol. I. pp. 213—231, 339—424, and the Registrar General's "Handbook of New Zealand."	
The Art of Teaching.—Questions will be set on the subject generally, and on the practical management of Maori schools	400
Total	2,000

(4.) In order to pass in any class candidates will have to satisfy the examiner in reading, writing, spelling, composition, and arithmetic. Teachers who have satisfied these requirements as far as reading, writing, composition, spelling, arithmetic are concerned, by passing some examination recognised by the Department, will receive credit for having so passed, and may be placed in Class IV. or III.; but, in order to be placed in the second class, teachers must satisfy the examiner in New Zealand history and in the art of teaching. Candidates for the first class must also show a fair knowledge of Maori.

(5.) Candidates who gain 400 marks will rank as fourth-class teachers. For the third, second, and first classes respectively the marks required will be 600, 800, and 1,000.

(6.) Teachers will be farther classified with reference to the length of time they have been engaged in teaching in Native schools and to the Inspector's reports on their work. A master that has served less than two years will be a "probationer"; one that has served more than two and less than five years, and has had at least one favourable annual report will be a "junior"; and a master that has served more than five years will be a "senior," provided that his school has received favourable reports during the whole of that time.

(Thus, a junior third-class Native-school teacher would be a master that had obtained 600 marks at an examination, and had been a master of a Native school for more than two years and less than five, and received one good annual report.) The public-school service of a teacher who holds a full certificate from the Education Department will be reckoned as service in a Native school, provided that a Board Inspector has reported that the teacher's work has been satisfactory for two or five years, as the case may be.

IX.—Salaries of Teachers.

(1.) The head teacher of a Native school will, ordinarily, have a free house provided for him, and his salary will be made up as follows:—

(*a.*) He will receive monthly a fixed salary at the rate of £60 per annum.

(*b.*) An allowance will be paid him monthly in each quarter on the average attendance of the quarter immediately preceding at the rate of £1 10s. per head per annum.

(*c.*) An increment at the rate of 6s. 8d. per annum will be paid monthly for every mark in the total of the marks assigned to the children that have passed at the last examination in the preceding calendar year; and marks will be assigned as follows: One mark for each subject in which the child that passes does fairly good work; a half-mark instead of a whole mark for each subject in which the child barely satisfies the Inspector, and a mark and a half (instead of one mark) for excellent work in a subject. Two "half-marks" may be taken as contributing towards a pass, but for a child that has more than two half-marks a failure will be recorded. The marks of a child that has been less than three months at the school at which he passes will not be counted.

For the purposes of this section, every separately-numbered subject in the following list will be reckoned as one subject, and every separately-numbered group of subjects as one subject :—

Standards I. and II.

1. English. 2. Reading, and oral spelling. 3. Writing. 4. Arithmetic. 5. Sewing. 6. For Standard II. only, Geography.

Standards III. and IV.

1. English. 2. Reading. 3. Writing and dictation. 4. Arithmetic, and mental arithmetic. 5. Geography. 6. Sewing.

Standards V. and VI.

1. Composition and grammar. 2. Reading and definition. 3. Spelling, dictation, and writing. 4. Arithmetic. 5. Geography. 6. Needlework.

(2.) In every school with an average attendance of more than fifteen an assistant teacher (ordinarily the teacher's wife) will receive payment as follows :—

The payment for a quarter's work will be made in one sum after the quarter's attendance has been ascertained, and will depend on the average attendance, but so that the number paid for will be ten less than the average attendance.

The payment will be made at the rate of 6s. 3d. per head per quarter for the average attendance reduced by ten, as before explained.

No payment will be made unless the assistant has attended three times a week for an hour each time to teach sewing.

No payment above £3 2s. 6d. will be made unless the assistant has attended for two hours on each of three afternoons a week, half the time being devoted to sewing, and the other half to ordinary school work.

No payment above £4 13s. 9d. will be made unless the assistant has attended every afternoon for two hours.

No payment above £7 16s. 3d. will be made unless the assistant has attended during the whole school time.

No assistant shall receive more than £12 10s. for a quarter's work, but a second assistant, approved of by the Department, may be employed, and in that case the payment appropriate to the attendance shall be divided between the two assistants in such proportion as may be determined by the Department after consultation with the head teacher.

The master's wife may decline to act as an assistant ; or she may elect to act only as sewing-mistress, with the title of assistant, leaving the other work to be done by a second assistant ; or the Department may direct her so to do.

A master's wife acting only as sewing-mistress will not receive more than £4 13s. 9d. a quarter, and, if she devotes less than six hours a week to the teaching of sewing, she will not receive more than £3 2s. 6d. a quarter.

X.—School Registers and Returns.

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XI.—The Use of the Schoolroom.

(1.) The schoolroom is to be used as a schoolroom only, and the teacher shall not allow it to be put to any other purpose whatsoever, except as hereinafter provided.

(2.) If the people in the district wish religious services to be held in the schoolroom they must make an application to the Minister of Education and obtain his sanction. In cases in which this has been obtained and service has been held in the school the room must always be properly cleaned and set in order for the school work of the following day, at the cost of the persons that have had the use of the school.

(3.) The schoolroom is to be used as a polling-place for the election of a member of the General Assembly, if so required by the Returning Officer.

XII.—Text-books, Material, etc.

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XIII.—Holidays.

(1.) The following shall be observed as close holidays in all Native schools: All Saturdays and Sundays, Good Friday, Easter Monday, the 24th May, the 5th November, the anniversary of the founding of the province in which the school is situated, the day of any agricultural or horticultural show in the neighbourhood, any holiday proclaimed by public authority, five days beginning with the last Monday in June, and the six weeks beginning with the third Monday in December. On all other days of the year the schools shall be open, and the teachers shall be present at their duty; but the pupils need not attend school on the day on which the election of Committee is held when that day is the Friday before the third Monday in December.

XIV.—School-hours.

(1.) The net time devoted to school work shall be four hours daily—viz from 10 to 12, and from 1 to 3. There are to be no "intervals" either at morning or afternoon school.

(2.) If the schoolmaster is also Postmaster he must make up before school-time any mails that have to be dispatched during school-time; and if his post-office is a telephone-station he must make arrangements by which some member of his household will attend to the telephone in school-time. [This rule has been made with the concurrence of the Post Office authorities.]

XV.—School Committees.

(1.) In every district there shall be a Committee of five persons. This Committee shall be elected annually at a meeting of the parents and guardians of children in the district. It is desirable that the committee-men be all Maoris or half-castes; but, in districts where there is no Maori sufficiently acquainted with European customs to carry on the business satisfactorily, an extra member, a European, may be elected, provided that no European shall act as a member of the Committee until his election has been ratified by the Minister of Education.

(2.) Except as hereinafter provided, the election shall take place in the schoolhouse on Friday in the last week of each school year, and the new Committee shall take office on the 1st of January. Notice in English and in Maori shall be posted on the schoolhouse door by the teacher fourteen days before the day of election. The Inspector of Native Schools shall appoint a Returning officer. Each candidate shall be proposed and seconded, and the voting shall be by ballot. The Returning Officer shall decide who are entitled to vote, and, in the case of two or more candidates receiving an equal number of votes, shall decide the election by his casting-vote. The Minister may, if he see fit, direct that the election of any particular School Committee take place on some day other than that hereinbefore prescribed, and in such case the new Committee shall take office on the first day of the month next following the election. If in any case the election be deferred through the non-attendance of the electors at the time appointed, the Minister may appoint another day for it. In order to interfere with the work of the school as little as possible, deferred elections will be held on Saturday.

Should a member of the Committee die or resign during his year of office the remaining members shall appoint a successor, and report to the Department.

(3.) As soon as the election is over the members of Committee present shall proceed to elect a Chairman from amongst their number. The Returning Officer shall then enter the names of the new Committee in the log book, and shall forward to the Minister the names of the members. The Committee shall hold office until their successors are appointed.

(4.) The Committee should hold at least four meetings during the year—viz., at the beginning of each of the months of January, April, July, and October; but the Chairman may at any time call a special meeting for the purpose of dealing with any matter that may need immediate attention.

(5.) A concise statement of the business transacted at each meeting of the Committee shall be entered in the log-book, and signed by the Chairman. This statement may be drawn up by a member of the Committee, or by the Schoolmaster, and may be in Maori or in English.

(6.) The principal duty of the Committee is to see that a proper average attendance is maintained at the school.

(7.) On the complaint of the teacher that any pupil is unmanageable, or that it is undesirable that he or she should remain at the school any longer, the parents may be requested by the Committee to remove such pupil from the school. Should the parents refuse to do this, the Committee may dismiss the pupil, provided that such dismissal be sanctioned by the Department.

(8.) It is the duty of the Committee to see that there is a proper supply of firewood for the use of the school, and to arrange matters so that the schoolroom may be cleaned every night, and scrubbed out at least once a month.

(9.) The Committee may, should occasion arise, forward to the Department any complaint they may have to make with regard to the school. It is no part of the duty of the Committee to interfere with the teacher personally in any way. That officer has the sole charge of the schoolhouse, the residence, and the grounds, and is responsible to the Department alone for the general management of the school.

XVI.—Falling-off in the Attendance.

(1.) If the attendance at a school should from any cause suddenly decrease considerably, or if after vacation the children should not at once assemble, the teacher should immediately report the fact.

XVII.—Native Schools may become Board Schools.

(1.) As soon as the Inspector shall report that all the children in a Native-school district have made sufficient progress in English to enable them to work for the "standards of education" with advantage, the Native school in that district may be transferred to the Board of the Education district in which the school is situated.

XVIII.—European Children at Native Schools.

(1.) Where the parents desire it, there is no objection to the attendance of European children at a Native school. In such cases, however, the teacher must bear in mind that the object for which his school has been established is the instruction of Maori children. He must let nothing interfere injuriously with his proper work.

(2.) In a mixed school the records of the attendances of Maoris and Europeans are to be kept separate.

(3.) The teacher's children, if of school age, may attend the school, but must in all cases be subject to the same discipline as the other pupils. The younger children of the teacher's family must not be allowed to enter the schoolroom during the school hours, unless by special authority of the Department.

XIX.—Grazing.

(1.) Unless with the express sanction of the Department, teachers must not have horses and cattle, or other stock of any description, running on Maori land, whether on sufferance or in consideration of payment made to Native owners.

XX.—Inspection.

(1.) The Inspector will visit every Native school once in the course of each year to examine the school and report upon it. About four weeks' notice of an approaching visit of this kind will be given. Organising visits, or visits for inspection only, may be paid at any time without notice.

XXI.—District Superintendent.

(1.) A District Superintendent may be appointed by the Minister to exercise supervision over a group of schools. The District Superintendent will visit each school at his convenience. At his visits he will take note of the attendance at the school. He shall give the Department information concerning matters connected with the schools when he considers it desirable to do so.

(2.) The Committee and teacher of every school will be informed of the name of the Superintendent of the district in which the school is situated.

(3.) The correspondence between any teacher and the Department shall pass through the hands of the District Superintendent.

(4.) If in any district there be no District Superintendent the teachers will be instructed as to the channel through which the correspondence is to be carried on.

(5.) Local visitors, whose general function it shall be to report to the Department any matter connected with the Native school or schools in their district, may be appointed by the Minister. The special function of local visitors shall be to pay unannounced visits to the schools, to examine the registers, count the children present, and enter the result in the log-book.

XXII.—Teachers may Establish Evening Classes.

(1.) The teacher of a Native school may establish an evening class for adults. If the Inspector report that such class is efficiently conducted, the attendances at the class—being stated in a separate return made by the teacher—will be added to the ordinary school attendances, so as to increase the average on which the salary of the teacher partly depends. Teachers may receive fees from evening-class pupils.

XXIII.—Interpretation.

(1.) Of persons of mixed race, only those living as Maoris will be reckoned as Maoris in the interpretation of this code.

(Signed)

Education Department,
Wellington.

Minister of Education.

APPENDIX F.

"THE PUBLIC-SCHOOL TEACHERS INCORPORATION AND COURT OF APPEAL ACT, 1895," AND ITS AMENDMENT IN 1897.

Title.

1. Short Title.
2. Construction of Act.
3. Interpretation.

INCORPORATION.

4. Registration of societies. Application. Particulars to accompany application.
5. Registrar to register society when Act complied with and fee paid.
6. Certificate of incorporation.
7. Power to make rules. What rules to provide for.
8. Evidence of rules.
9. Powers of incorporated society.
10. Effect of resignation of member.
11. Where society deemed situate. Returns. Penalty for neglect.
12. Limitation of number of societies.

COURT OF APPEAL.

13. Court of Appeal.
14. Constitution of Court.

PROCEDURE ON APPEAL.

15. Notice of appeal to be served on Board by appellant.
16. Board to serve statement in reply.
17. Case on appeal.
18. Minister on receipt to appoint Magistrate.
19. Quorum of Court.
20. Court to hear appeal at convenient place. Notice of hearing.
21. Appearance of parties.
22. Powers of Court.
23. Decision of Court to be in writing.
24. Decision to be final.
25. Effect of decision for appellant.
26. Court may award costs. Expenses. Recovery of costs from appellant.
27. Extension of periods.
28. Effect of non-attendance of members of Court.

REGULATIONS.

29. Regulations may be made purposes of Act.

Schedules.

1895, No. 48.

AN ACT to provide for the Incorporation of Societies of Public-School Teachers, and the establishment of Court to hear and determine Appeals by such teachers against Dismissal or Suspension. Title.

[31*st October*, 1895.]

BE IT ENACTED by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same as follows :—

1. The Short Title of this Act is "The Public-School Teachers Incorporation and Court of Appeal Act, 1895." Short Title.

2. This Act shall be read with "The Education Act, 1877," and shall apply only to teachers in public schools. Construction of Act.

3. In this Act, if not inconsistent with the context,— Interpretation

"Board" means Education Board :

"Corporation" means a society registered under this Act :

"District" means education district :

"Minister" means the Minister of Education, and includes any member of the Executive Council who for the time being is acting for the Minister :

"Prescribed" means prescribed by regulations under this Act :

"Teacher" means any person of either sex whose employment is that of a teacher in the public schools of the colony, whether actually so employed for the time being or not.

INCORPORATION.

Registration of societies.

4. Any society consisting of any number of teachers, not being less than ten, who reside in any one education district, and are associated for any lawful purpose connected with their profession (not being for purposes of gain), may be registered under this Act on compliance with the following provisions:

Application

(1.) An application for registration, stating the name of the proposed society, and signed by two or more officers thereof, shall be made to the Inspector-General of Schools (hereinafter called "the Registrar").

Particulars to accompany application.

(2.) Such application shall be accompanied by—

(*a.*) A list of the members and officers of the society:

(*b.*) A copy of a resolution passed by a majority of the members present at a meeting of the society specially called for that purpose only, and desiring registration under this Act;

(*c.*) An address (to be called the "registered office") at which the business of the society is conducted.

Registrar to register society when act complied with and fee paid.

5. On being satisfied that the provisions of section four hereof have been complied with, and on payment of a fee of one pound, the Registrar shall register the society in a book to be kept for the purpose, and thereupon the society shall become a body corporate by the name mentioned in such application, with the addition of the word "Registered," which shall be its corporate style and title.

Certificate of incorporation.

6. The Registrar shall issue to such society a certificate of incorporation in the prescribed form, and such certificate shall be evidence that the society named therein is duly incorporated under this Act.

Power to make rules.

7. The members of a society incorporated under this Act, and their successors, in general meeting assembled, may make rules for the government of the society, and alter and annul any such rules, and, in particular, may by such rules provide, *inter alia*, for—

What rules to provide for.

(1.) The qualifications and subscription for membership;

(2.) The method of election of new members;

(3.) The number and designation and the powers of the officers;

(4.) The control, investment, and disposition of the funds and property of the society;

(5.) The method of enforcing observance of the rules by members of the society;

(6.) The control and use of the common seal;

Evidence of rules.

8. *Primâ facie* evidence of the rules shall be afforded by the production of what purports to be a copy thereof, if sealed with what purports to be the seal of the corporation and signed by the President or Chairman thereof.

Powers of incorporated society.

9. Every society when incorporated shall have perpetual succession and a common seal, and, in its corporate style and title, may hold and dispose of real and personal property, and may sue and be sued, and may recover any moneys due to the corporation by any person whether a member thereof or not.

Effect of resignation of member.

10. Any member who resigns, or in any other way ceases to be a member of the corporation, shall, unless the rules of the society otherwise provide, thereupon cease to have any right or interest in its property and concerns, but shall not thereby be freed from any then existing liability to the corporation whether for subscriptions or otherwise.

Where society deemed situate.

11. (1.) Every society registered under this Act shall be deemed to be situate in the education district wherein its registered office is situate.

Returns.

(2.) Every such society shall forward to the Registrar, at prescribed periodical intervals, prescribed returns containing prescribed particulars.

(3.) If any such society fails or neglects to furnish such returns, or to otherwise comply with the provisions of this Act, the Minister may cancel its incorporation. **Penalty for neglect.**

12. It shall not be lawful for any society to be registered under this Act without the previous consent of the Minister, nor for any society to be registered under a name so similar to that of any registered society, as, in the opinion of the Registrar, to lead to confusion. **Limitation of number of societies.**

COURT OF APPEAL.

13. There is hereby constituted a Teachers' Court of Appeal (hereinafter called "the Court") for the purpose of hearing and determining appeals by teachers against dismissal or suspension. **Court of Appeal.**

14. (1.) For the purposes of each appeal, as it arises, the Court shall consist of three persons, as follows:— **Constitution of Court.**

Such Stipendiary Magistrate in the district wherein the appellant teacher was employed at the time of his dismissal or suspension as the Minister appoints;

One person of either sex, to be nominated in the prescribed manner by a corporation situate in such district; and

One such person to be similarly appointed by the respondent Board which dismissed or suspended such teacher.

(2.) The Stipendiary Magistrate shall be Chairman of the Court, and shall have an original and, in the event of an equality of voting, a casting-vote.

PROCEDURE ON APPEAL.

15. (1.) The appellant shall, within twenty-eight days after the receipt by him of the official notice of dismissal or suspension, serve on the Board a notice of appeal in the form in the First Schedule hereto. **Notice of Appeal to be served on Board by appellant.**

(2.) Such notice shall briefly but clearly state the grounds of appeal.

(3.) Such notice shall be void unless it contains a memorandum by the aforesaid corporation nominating a member of the Court, with his consent in writing, for the purposes of the appeal, and undertaking to pay whatever costs may be awarded against the appellant.

(4.) Such undertaking shall be given under the common seal of the corporation and the hands of two of its officers, and when so given shall bind the corporation.

(5.) The appellant shall forward to the Minister a copy of the notice of appeal.

16. (1.) The Board shall, within ten days after service of the notice of appeal, serve on the appellant, at the registered office of the aforesaid corporation, a statement in reply, in the form in the Second Schedule hereto, setting forth briefly but clearly the reasons for the dismissal or suspension and the Board's answer to the notice of appeal, and nominating a member of the Court, with his consent in writing, for the purposes of the appeal. **Board to serve statement in reply.**

(2.) Such statement in reply may be prepared and served by the Chairman or any two members of the Board, without convening a meeting of the Board.

(3.) If the Board fails or neglects to duly nominate a member of the Court, the other two members shall constitute the Court for the purposes of the appeal.

Case on appeal.

17. Such notice of appeal and statement in reply shall form the case on appeal, and the Board shall, within the said period of ten days, forward to the Minister a copy thereof.

Minister on receipt to appoint Magistrate.

18. Upon receipt of such copy, if forwarded, or, if not, then upon the expiration of the period within which it should have been forwarded, the Minister shall appoint the Stipendiary Magistrate as aforesaid, and forward to him such copy (or, as the case may be, the appellant's copy of the notice of appeal), with instructions to convene the Court for the purposes of the appeal.

Quorum of Court.

19. At all sittings of the Court the quorum shall be two, whereof the Chairman shall be one.

Court to hear appeal at convenient place.

20. (1.) The Court shall hear and determine the appeal at such convenient place and time as the Chairman appoints in that behalf, the time being not later than fourteen days after receipt by him of the Minister's instructions as aforesaid.

Notice of hearing.

(2.) At least three days' previous notice of such place and time shall be given to the parties, and also to the members of the Court, by the Chairman.

Appearance of parties.

21. The appellant may himself appear, or may be represented by some person on his behalf; and the Board, as respondent, shall be represented by its Chairman or some other person appointed by the Board, but no solicitors or counsel shall appear or be heard.

Powers of Court.

22. The Court,—

(1.) May waive any technical error or defect in the proceedings;

(2.) May adjourn its sittings from time to time;

(3.) Shall take evidence on oath, to be administered by any member of the Court;

(4.) Shall not be bound by the strict rules of evidence;

(5.) Shall conduct its proceedings in public or (with the consent of both parties) in private;

(6.) Shall hear and determine the appeal according to equity and good conscience.

Decision of Court to be in writing.

23. The decision of the Court shall be in writing, signed by the Chairman, and a copy thereof shall be given to each of the parties, and shall also be forwarded to the Minister.

Decision to be final.

24. The decision of the Court shall be final and binding on both parties.

Effect of decision for appellant.

25. (1.) If by such decision it appears that the appellant has been wrongfully dismissed or suspended, he shall, if the Court so orders, be entitled to be reinstated, or, at the option of the Board, to be appointed to a similar position in another school, and shall also, if the Court so orders, be entitled to receive such reasonable compensation for loss of salary as the Court directs.

(2.) Such compensation shall in no case exceed a continuance of his salary from the date of his suspension or dismissal until the date of his reinstatement or appointment as aforesaid.

Court may award costs.

26. (1.) The Court may award costs, fix the amount thereof and direct by and to whom they shall be paid and in what proportions, and they shall be payable accordingly.

(2.) In such costs shall be included witnesses' expenses, and the actual expenses incurred by or on behalf of the Court and its members in holding the sittings of the Court. Expenses

(3.) All costs awarded against the appellant shall be payable by the corporation nominating the member of the Court as aforesaid, and, when so paid, may be recovered by such corporation from the appellant. Recovery of costs from appellant.

27. The Minister may in special circumstances extend the period within which anything is by this Act required to be done. Extention of periods.

(28.) (1.) If any nominated member of the Court neglects or refuses to attend the sittings of the Court, the appeal shall be heard and determined in his absence. Effect of non attendance members of Court.

(2.) If neither of the nominated members so attend, the appeal shall be deemed to be abandoned, and the Magistrate shall make order accordingly.

REGULATIONS.

Regulations may be made for purposes of Act.

29. The Governor in Council may make regulations,—

(1.) For enforcing the attendance of witnesses at the Court, and providing a penalty not exceeding ten pounds in case of non-attendance of any witness;

(2.) For the procedure on appeal, and the conduct of the sittings of the Court.

(3.) For the time and mode of doing anything prescribed by this Act

(4.) For any other purpose that he thinks necessary in order to give full effect to this Act.

All such regulations shall be gazetted.

SCHEDULES.

First Schedule.

Schedules.

To the Chairman of the Education Board of the District of .

Take notice that I [*Teacher's full name*], of , hereby appeal under the provisions of "The Public School-Teachers Incorporation and Court of Appeal Act, 1895," against the decision of the Board, dated the day of , 189 , dismissing [*or* suspending, *as the case may be*] me from my occupation as teacher at the Public School. The following are the grounds on which I rely: [*Here state grounds of appeal*].

Dated at , this day of , 18 .

A.B, Teacher.

Memorandum [*at foot of Notice of Appeal*].

The [*Name of Corporation*] hereby nominates C.D., of [*address*], as one of the members of the Court for the purposes of this appeal, and also undertakes to pay whatever costs may be awarded against the appellant.

As witness the common seal of the [*Name of corporation*], at this day of , 18 .

(L.S.)

E.F., [*Designation of office*].
G.H., [*Designation of office*].

I hereby consent to act as member of the Court for the purposes of this appeal.

C.D.

SECOND SCHEDULE.

To A.B.

THE following is the statement in reply, by the Education Board of the District of , as respondent, to your notice of appeal under the provisions of "The Public-School Teachers Incorporation and Court of Appeal Act, 1895": [*Here state reasons for dismissal, &c.*].

And take notice that the Board hereby nominates I.J., of , as one of the members of the Court for the purposes of this appeal.

Dated at , this day of , 18 .

K.L.,

Chairman [*or* Secretary] of the Board

I HEREBY consent to act as member of the Court for the purposes of this appeal.

I.J.

REGULATIONS FRAMED UNDER THE PUBLIC-SCHOOL TEACHERS INCORPORATION AND COURT OF APPEAL ACT, 1895.

[26 November, 1895.]

(1.) INCORPORATION OF TEACHERS.

1. Application for registration may be made in the form numbered 1 in the Schedule hereto.

2. The certificate of incorporation may be in the form numbered 2 in the Schedule hereto.

3. The returns referred to in section 11 of the said Act shall be made up to the 31st day of December in each year, and shall set forth as on that date,—

(1.) The full names of all the members and officers of the society (specifying the office held by each officer).

(2.) The amount of the funds of the society, and the investments (if any) representing the same.

4. Such returns shall be certified as correct under the hand of the Secretary, President, or Chairman of the society, and shall be forwarded to the Registrar within one month after the date to which they are made up.

(2.) COURT OF APPEAL.

5. A summons to a witness shall be in duplicate, in the form numbered 3 in the Schedule hereto. Both duplicates shall be signed by a member of the Court, who shall retain one, and issue the other for service by the applicant. Service shall be effected by delivering a copy to the witness, and at the same time producing the original for his inspection if so desired.

6. Any number of witnesses may be included in one summons, but the copy served need only contain the name of the witness upon whom it is served.

7. Witnesses' expenses shall be according to the scale for the time being in force in the Magistrate's Court.

8. If any witness fails to attend in terms of his summons he is liable to a penalty not exceeding £10, recoverable in a summary way by information or complaint under "The Justices of the Peace Act, 1882."

9. The appellant shall open his case, and call evidence in support thereof. When all his evidence has been called, his case shall be closed.

10. The respondent shall then open his case, and call evidence in support thereof. When all his evidence (if any) has been called, his case shall be closed.

11. Neither party shall address the Court after his evidence has been called or his case closed.

12. Subject to the said Act and these regulations, the Court may regulate its own procedure.

SCHEDULE.

Form 1 (Reg. 1).

Under "The Public-School Teachers Incorporation and Court of Appeal Act, 1895."

APPLICATION FOR REGISTRATION.

PURSUANT to the provisions of "The Public-School Teachers Incorporation and Court of Appeal Act, 1895," we hereby make application for the registration under that Act of a society named the [*Name of the Society*].

We enclose herewith—

(*a.*) A list of the members and officers of the society.

(*b.*) A copy of a resolution passed by a majority of the members present at a general meeting of the society specially called for that purpose only, and desiring registration under that Act.

The address at which the business of the society is conducted is

Dated at , this day of , 189

A.B.,
[*Name of office*] of the said society.
C.D.,
[*Name of office*] of the said society.

To the Registrar.

Form 2 (Reg. 2).

No. . NEW ZEALAND.

Under "The Public-School Teachers Incorporation and Court of Appeal Act, 1895."

CERTIFICATE OF REGISTRATION AND INCORPORATION.

This is to certify that on the day of , 189 , the was duly registered and incorporated pursuant to the provisions of "The Public-School Teachers Incorporation and Court of Appeal Act, 1895," under the corporate style and title of "The (Registered).

Dated at , this day of , 189 .

, Registrar.

Form 3 (Reg. 5).

Under "The Public-School Teachers Incorporation and Court of Appeal Act, 1895."

Between A.B., Appellant, and the Education Board of the District of . Respondent.

To A.B., of [*Dunedin, Merchant*], and C.D., of [*Dunedin, Accountant*]. You and each of you are hereby summoned to appear before the Court of Appeal at , on , the day of 189 , at o'clock in the noon, and thereafter from day to day until discharged from attendance, to give evidence concerning the above-mentioned appeal on behalf of the appellant [*or* respondent]; and you are also required to have and produce all books, papers, deeds, and writings in your possession, custody, or control in any way relating to the matters in dispute, and in particular (but not exclusively) the following: [*stating them*].

If you fail or neglect to comply with this summons you are liable to a penalty not exceeding £10.

Dated at , this day of , 189 , and issued in the name and on behalf of the Court by C.D.,
Member thereof.

[26th October, 1896.]

Once in every year each society registered under "The Public-School Teachers Incorporation and Court of Appeal Act, 1895," shall forward to the Registrar, within three months from the date of the annual meeting of such society, a copy of its annual report, together with a statement of accounts, a copy of by-laws, and a statement of the cases of appeal in which it intervened during the year to which the annual report relates.

ACT TO AMEND THE PUBLIC-SCHOOL TEACHERS INCORPORATION AND COURT OF APPEAL ACT (1895), 1897.

In 1897 an Act to amend "The Public-School Teachers Incorporation and Court of Appeal Act, 1895," was passed. It provides that a teacher shall be deemed to be dismissed in any case where his engagement is determined by notice from the Board; provided that such dismissal shall not be deemed to be wrongful if the Board satisfies the Court of Appeal under that Act that the determination of the engagement was reasonable having regard to any of the following circumstances:—

"(1.) the efficient and economical administration of the Board's affairs;

"(2.) the fitness of the teacher;

"(3.) his conduct;

"(4.) any other special circumstances irrespective of the Board's own legal right to determine the engagement by notice."

The following account of the Bill of 1895, from "The New Zealand Schoolmaster" of November, 1895, is here appended:—

"To make the Bill perfect, a few Committee alterations are required. The definition of teacher is not comprehensive enough. It should be so widened as to make it clearly include not only the regular staffs of the public elementary schools, but all specialists employed by the Boards as itinerating teachers, or as trainers and instructors of teachers in any special department of their work. These should all be protected from wrongful dismissal which might prejudice their chances of employment elsewhere.

The general principles of the Bill will, we feel sure, commend themselves to the common sense of the profession. The teachers in each educational district are as a preliminary proceeding to be incorporated. This will have a good effect in ways other than those contemplated in the measure. Anything tending to make teachers realize their corporate life and professional unity must do good. And as the benefits of the Bill are only extended to members of these district corporations, teachers everywhere will have the strongest possible inducement—their own personal self-interest—to band together. Every appeal must be sanctioned by the associated teachers of the district to which the appellant belongs, and his associated brethren must guarantee such part of the costs of the appeal as the appellant may be adjudged to pay. There is here a direct stimulus to the careful investigation of every case, which will prove a powerful check against frivolous appeals. The Board of Appeal is well constituted. The Board of Education appoints a representative, the local corporation one, and the Stipendiary Magistrate of the district is to preside. Everything that can be done is done to ensure fair play for all parties—proper judicial procedure, and a speedy settlement of the dispute. The Court is to be a Court of equity, and adequate arrangements are made to prevent moral justice being thwarted by any mere quibble or technicality. Neither party to the appeal is to employ counsel.

APPENDIX G.

STATISTICS SELECTED FROM THE TWENTY-THIRD ANNUAL REPORT OF THE MINISTER OF EDUCATION IN NEW ZEALAND, PRESENTED IN AUGUST, 1900.

(i.) PUBLIC ELEMENTARY SCHOOLS.

TABLE A.—School Attendance and Yearly Increase from 1877 to 1899.

Year.	School Attendance.					Yearly Increase on			
	Number belonging at Beginning of Year.	Number belonging at End of Year.	Average Attendance.		Average Attendance expressed as Percentage of Roll-Number.	Number belonging at Beginning of Year.	Number belonging at End of Year.	Average Attendance.	
			Fourth Quarter.	Whole Year.				Fourth Quarter.	Whole Year.
1877	...	55,688	...	...	...	...	...	...	...
1878	50,849	65,040	49,435	45,521	...	...	9,352	...	...
1879	59,707	75,566	57,301	53,067	73·8	8,858	10,526	7,866	7,546
1880	68,124	82,401	62,946	60,625	74·6	8,417	6,835	5,645	7,558
1881	74,359	83,560	63,009	61,822	74·2	6,235	1,159	63	1,197
1882	76,309	87,179	66,426	63,709	73·6	1,950	3,619	3,417	1,887
1883	79,416	92,476	70,077	67,373	74·0	3,107	5,297	3,651	3,664
1884	84,883	97,238	74,650	72,657	75·1	5,467	4,762	4,573	5,284
1885	90,670	102,407	80,183	78,327	76·6	5,787	5,169	5,533	5,670
1886	95,377	106,328	83,361	80,737	76·1	4,707	3,921	3,178	2,410
1887	99,206	110,919	87,386	85,637	77·0	3,829	4,591	4,025	4,900
1888	103,534	112,685	90,849	90,108	79·3	4,328	1,766	3,463	4,471
1889	104,919	115,456	94,308	93,374	80·3	1,385	2,771	3,459	3,266
1890	108,158	117,912	96,670	94,632	79·9	3,239	2,456	2,362	1,258
1891	110,665	119,523	96,264	97,058	80·3	2,507	1,611	[-406]	2,426
1892	112,279	122,620	100,917	99,070	80·6	1,614	3,097	4,653	2,012
1893	114,305	124,686	99,872	98,615	78·5	2,026	2,066	[-1,045]	[-455]
1894	116,819	127,300	106,151	103,490	80·6	2,514	2,614	6,279	4,875
1895	119,900	129,856	107,222	106,622	81·4	3,081	2,556	1,071	3,132
1896	122,425	131,037	109,253	108,976	82·1	2,525	1,181	2,031	2,354
1897	123,533	132,197	110,523	110,993	82·9	1,108	1,160	1,270	2,017
1898	123,892	131,621	107,904	110,256	82·4	359	[-576]	[-2,619]	[-737]
1899	123,207	131,315	107,066	108,405	81·2	[-685]	[-306]	[-838]	[-1,851]

The Minister of Education, in his report dated August 30th, 1900, remarks on the figures for 1899 as follows :—"Expressing the strict average attendance for the year as a percentage of the average weekly roll-numbers, we get 81·2 per cent. as representing the regularity of attendance during the year. This is lower than the corresponding figures for any year since 1894. . . . It is not easy to assign with any degree of certainty the true causes of the great falling-off in attendance as compared with the slight decrease in the roll-numbers. Whatever may have been the cause, the increase in the amount of irregular attendance seems to call for attention on the part of all concerned : there is little doubt that to a certain extent it is preventable.'

"The average number of weekly roll-numbers throughout the year 1899

was only 242 less than for the year 1898, the figures being 133,540 for 1899, as against 133,782 for 1898. The returns furnished to the Registrar-General appear to show that the number on the rolls of private schools, including Roman Catholic schools, increased during 1899 by 513 pupils; the number in public secondary schools increased by 17. Taking public, primary, and secondary schools, and private schools of all kinds, we have therefore a net increase of 288 on the rolls. Now allowing for deaths of children under five, the number of births in the Colony during 1893 and 1894 would make us expect an increased roll-number in 1899 of about 300 children. The agreement between these figures is so close as to lead us to the conclusion that there is little or no increase in the number of children whose names do not appear on any school-roll. The leakage in the yearly average attendance is due, in short, not to the rolls, but to the irregular attendance."

TABLE B.—School Attendance for 1899.

Education Districts.	Roll-numbers.				Average Daily Attendance.				Average for the Year as Percentage of the Mean of Average Weekly Roll of Four Quarters 133,540 for 1899, 133,782 for 1898.	
	Pupils at Beginning of Year.	Admitted during the Year.	Left during the Year.	Pupils belonging at End of Year.	Fourth Quarter.			Whole Year.		
					Boys.	Girls.	Total.		1899.	1898.
Auckland	25,644	12,002	9,633	28,013	11,929	10,605	22,534	22,612	79·3	80·7
Taranaki	3,787	1,492	1,240	4,039	1,666	1,425	3,091	3,212	78·2	80·9
Wanganui	9,561	4,239	3,479	10,321	4,228	3,916	8,144	8,415	79·6	80·8
Wellington	13,256	6,882	5,370	14,768	6,160	5,579	11,739	11,979	80·4	80·8
Hawke's Bay	7,426	3,191	2,757	7,860	3,347	2,894	6,241	6,499	81·7	84·4
Marlborough	2,061	648	609	2,100	894	847	1,741	1,751	81·2	81·0
Nelson	5,118	2,308	1,591	5,835	2,448	2,210	4,658	4,793	81·1	80·2
Grey	1,519	400	314	1,605	680	731	1,411	1,430	87·2	85·0
Westland	1,296	291	295	1,292	559	570	1,129	1,134	85·7	83·9
North Canterbury	19,683	6,806	6,271	20,218	8,712	8,033	16,745	16,592	80·4	82·9
South Canterbury	4,970	1,379	1,210	5,139	2,300	2,091	4,391	4,338	83·7	86·2
Otago	19,842	6,421	5,655	20,608	9,032	8,333	17,365	17,748	84·3	86·1
Southland	9,044	3,036	2,583	9,517	4,158	3,719	7,877	7,902	81·8	80·5
Totals for 1899	123,207	49,115	41,007	131,315	56,113	50,953	107,066	108,405	81·2	82·4
Totals for 1898	123,892	48,633	40,904	131,621	56,340	51,564	107,904	110,256	82·4	...
Difference	-685	482	103	-306	-227	-611	-838	-1,851	-1·2	...

The average number in attendance at the schools during 1899 was smaller than in 1898 in every Education District except Wellington, Marlborough, and Southland, the decrease being most marked in North Canterbury and Otago. But the average attendance for the fourth quarter of 1899 shows a much smaller falling-off from that of the fourth quarter of 1898 than is shown in a comparison of the other quarters of these two years; this fact may indicate that exceptional causes tending to produce a low attendance in 1898 were still effective in the first three quarters of 1899.

TABLE C.—MAORIS AND HALF-CASTES LIVING AS MAORIS ATTENDING THE ORDINARY PUBLIC SCHOOLS, 1899.

Education Districts.	Pure Maoris.			Half-castes living as Maoris.			Half-castes living among Europeans.			Total.			No. of Schools in which there were Native Children.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	262	191	453	55	36	91	296	243	539	613	470	1,083	159
Taranaki...	44	20	64	11	6	17	9	8	17	64	34	98	18
Wanganui	105	70	175	17	16	33	23	19	42	145	105	250	32
Wellington	80	66	146	6	6	12	21	16	37	107	88	195	26
Hawke's Bay...	244	146	390	46	36	78	60	51	111	346	233	579	37
Marlborough	...	3	3	...	...	...	16	8	24	16	11	27	5
Nelson	3	8	11	...	...	...	3	...	3	6	8	14	7
Grey...	...	...	...	...	...	...	...	...	...	...	...	...	...
Westland	6	7	13	...	...	...	3	2	5	9	9	18	3
North Canterbury... ...	10	7	17	...	...	...	15	12	27	25	19	44	9
South Canterbury... ...	6	5	11	...	...	...	1	1	2	7	6	13	4
Otago	13	10	23	1	1	2	30	32	62	44	43	87	15
Southland	2	1	3	7	12	19	44	47	91	53	60	113	18
Totals for 1899 ...	775	534	1,309	139	113	252	521	439	960	1,435	1,086	2,521	333
Totals for 1898 ...	732	432	1,164	102	97	199	541	451	992	1,375	980	2,355	318
Difference	43	102	145	37	16	53	–20	–12	–32	60	106	166	15

The above table shows that in 1899 the number of Maoris, and of half-castes living as Maoris, who attend the ordinary public schools, again increased. But the number of Maoris living among Europeans in attendance at these schools slightly decreased. These numbers are independent of the increased attendance in the native schools.

TABLE D.—Age and Sex of Pupils, December, 1899.

Ages.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1899.	1898.	1897.	1896.	1895.
Five and under six years ...	5,323	4,852	10,175	7·8	7·7	7·6	7·4	7·4
Six and under seven years ...	6,881	6,355	13,236	10·1	10·1	10·0	9·9	9·8
Seven and under eight years ...	7,533	7,075	14,608	11·1	11·2	11·2	11·2	11·6
Eight and under nine years ...	7,768	7,076	14,844	11·3	11·4	11·2	11·6	11·5
Nine and under ten years ...	7,830	7,282	15,112	11·5	11·4	11·6	11·6	11·6
Ten and under eleven years ...	7,763	7,224	14,987	11·4	11·7	11·5	11·5	11·6
Eleven and under twelve years..	7,833	7,409	15,242	11·6	11·2	11·1	11·3	11·4
Twelve and under thirteen years	7,273	6,699	13,972	10·6	10·5	0·7	10·6	10·5
Thirteen and under fourteen years	5,602	4,895	10,497	8·0	8·1	8·3	8·1	7·6
Fourteen and under fifteen years	3,095	2,789	5,884	4·5	4·5	4·5	4·5	4·4
Over fifteen years	1,300	1,458	2,758	2·1	2·2	2·3	2·3	2·3
Totals	68,201	63,114	131,315	100·0	100·0	100·0	100·0	100·0

TABLE E.—Classification by Standards, December, 1899.

Standards.	Boys.	Girls.	Totals.	Percentages for Five Years.				
				1899.	1898.	1897.	1896.	1895.
Preparatory classes ...	17,461	15,490	32,951	25·09	24·52	24·58	24·91	24·9
Class for Standard I.	8,306	7,525	15,831	12·06	12·32	12·30	12·68	13·0
" " II.	8,534	7,797	16,331	12·44	12·77	12·85	13·13	13·4
" " III.	9,632	8,752	18,384	14·00	14·15	14·30	14·46	14·5
" " IV.	9,232	8,694	17,926	13·65	13·67	14·10	14·11	13·9
" " V.	7,451	7,075	14,526	11·06	11·17	10·90	10·53	10·3
" " VI.	5,125	4,898	10,023	7·63	7·28	7·26	6·75	6·2
Passed Standard VI.	2,460	2,883	5,343	4·07	4·12	3·71	3·43	3·3
Totals	68,201	63,114	131,315	100·00	100·00	100·00	100·00	100·0

TABLE F.—Average Age of Pupils at Standard Examinations in 1899.

Education Districts.	Average Ages for Standards.												Mean of Ages.			
	I.		II.		III.		IV.		V.		VI.		1899.		1898.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Auckland	8	11	10	2	11	2	12	3	13	2	13	11	11	7	11	8
Taranaki	9	3	10	7	11	9	12	10	13	10	14	8	12	1	12	2
Wanganui	9	1	10	1	11	5	12	7	13	5	14	2	11	9	11	11
Wellington	8	8	9	11	10	9	11	10	12	9	13	10	11	4	11	3
Hawke's Bay	8	11	10	1	11	3	12	4	13	2	14	0	11	11	11	8
Marlborough	8	6	9	11	11	0	12	6	13	5	14	3	11	7	11	7
Nelson	8	5	9	11	10	10	11	10	12	10	13	10	11	3	11	4
Grey	8	9	10	1	11	0	12	5	13	4	14	4	11	8	11	8
Westland...	8	11	10	0	10	11	12	0	12	11	13	11	11	5	11	6
North Canterbury ...	8	7	9	8	10	11	11	11	12	11	13	9	11	3	11	3
South Canterbury ...	8	7	9	5	10	8	11	8	12	9	13	8	11	1	11	2
Otago	8	6	9	6	10	3	12	0	12	5	13	7	11	1	11	3
Southland	8	9	9	9	10	9	12	0	13	0	13	9	11	4	11	4
Mean...	8	9	9	11	11	0	12	2	13	1	14	0	11	6	11	6
Range (difference between highest and lowest)	0	10	1	2	1	6	1	2	1	5	1	1	1	0	1	0
Mean in 1898 ...	8	10	9	11	11	1	12	3	13	1	14	1	11	6	...	
Range in 1898 ...	1	0	1	0	1	2	0	11	1	2	1	2	1	0	...	

TABLE G.—Examination Statistics for 1899.

Education Districts.	Rolls on Days of Examination	Preparatory Classes.	Pupils above Sixth Standard.	Present in Standard Classes.	Passed.
Auckland	28,571	9,564	440	17,736	14,496
Taranaki	4,065	1,300	29	2,623	2,057
Wanganui	10,330	3,135	154	6,749	5,533
Wellington	14,973	4,591	516	9,629	8,296
Hawke's Bay	7,683	2,501	51	5,009	4,321
Marlborough	2,099	570	60	1,413	1,189
Nelson	5,907	1,714	206	3,886	2,980
Grey	1,559	480	49	1,008	870
Westland	1,287	349	76	838	761
North Canterbury ...	20,428	5,264	189	13,583	11,466
South Canterbury ...	5,102	1,408	150	3,445	2,988
Otago	20,693	6,279	565	13,422	11,839
Southland	9,424	2,847	193	6,204	5,425
For the Colony ...	132,121	40,002	2,678	85,545	72,221
In 1898	132,542	40,599	2,641	86,463	74,260

TABLE H.—Number of Pupils Instructed in Each Subject, 1899.

Education Districts.	Numbers belonging at End of Year.	Reading.	Writing.	Arithmetic.	English Grammar and Composition.	Geography.	History.	Elementary Science.	Drawing.	Object-lessons.	Vocal Music.	Needlework. (Girls.)	Domestic Economy.
Auckland	28,013	28,013	28,013	28,013	14,084	17,121	13,266	10,139	27,813	18,341	23,284	11,854	541
Taranaki	4,039	4,039	4,039	4,039	1,798	2,378	1,771	1,068	4,009	2,798	2,967	1,744	5
Wanganui	10,321	10,321	10,321	10,321	5,207	6,647	4,978	3,776	8,935	6,123	3,839	3,222	143
Wellington	14,768	14,768	14,768	14,768	8,139	9,591	7,962	5,927	14,631	9,140	13,967	6,653	1,342
Hawke's Bay	7,860	7,860	7,860	7,860	3,878	4,835	3,754	3,349	7,853	4,968	6,456	2,980	66
Marlborough	2,100	2,100	2,100	2,100	1,102	1,356	1,074	731	1,998	1,243	777	910	180
Nelson	5,835	5,835	5,835	5,835	3,468	3,923	3,196	2,490	5,105	3,749	3,462	2,440	342
Grey	1,605	1,605	1,605	1,521	784	918	588	473	1,355	806	839	590	3
Westland	1,292	1,292	1,292	1,292	730	879	703	520	1,131	714	863	490	45
North Canterbury ...	20,218	20,218	20,218	20,218	10,750	12,994	10,716	6,059	20,057	12,056	18,517	9,322	1,688
South Canterbury ...	5,139	5,139	5,139	5,139	2,706	3,356	2,706	2,030	5,139	3,109	2,623	1,129	47
Otago	20,608	20,608	20,608	20,608	11,021	13,236	10,533	7,819	19,645	11,963	20,151	8,329	676
Southland	9,517	9,517	9,517	9,517	4,765	5,847	4,528	3,369	9,162	6,076	8,636	3,247	218
Totals for 1899	131,315	131,315	131,315	131,231	68,432	83,081	65,775	47,750	126,833	81,092	106,381	52,910	5,296
Totals for 1898	131,621	131,621	131,621	131,522	68,363	83,964	66,069	47,208	127,155	82,048	109,091	54,509	7,824
Difference ...	-306	-306	-306	-291	69	-883	-294	542	-322	-956	-2,710	-1,599	-2,528

Public Schools and Teachers.

The number of schools open at the end of 1899 was 1,645, or 21 more than were open in December, 1898. The total average attendance for the fourth quarter of 1899 was 107,066, against 107,904 in the corresponding quarter of 1898. The mean average attendance per school, therefore, fell from 66·4 to 65·1.

TABLE J.—Number of Schools, December, 1899.

In this enumeration every couple of half-time schools is reckoned as one school, except in the colum for number of such schools.

Education Districts.	Schools open.	Average Attendance in Fourth Quarter.	Mean Average for One School.	Number of Schools in which the Average Attendance for the Quarter was—										Number of Half-time Schools.	Number of Subsidised Schools	Schools abolished in 1899.
				Under 15 Pupils.	15 and under 20 Pupils.	20 and under 25 Pupils.	25 and under 50 Pupils.	50 and under 75 Pupils.	75 and under 100 Pupils.	100 and under 150 Pupils.	150 and under 300 Pupils.	300 and under 500 pupils.	500 Pupils and upwards.			
Auckland	353	22,534	63·8	49	51	54	104	35	9	19	15	10	7	50 as 25	13	9
Taranaki	63	3,091	49·1	7	2	9	31	5	5	1	1	2	...	...	..	..
Wanganui... ...	132	8,144	61·7	9	8	17	55	15	6	8	10	4	..	2 as 1	18	3
Wellington ...	146	11,739	80·4	26	18	12	40	14	9	10	6	7	4	...	17	...
Hawke's Bay ..	75	6,241	83·2	11	6	6	24	8	4	6	6	2	2	2 as 1	17	...
Marlborough ...	62	1,741	28·1	40	1	3	8	4	...	5	1	...	...	...	40	3
Nelson	123	4,658	37·9	42	18	13	28	7	7	3	4	1	...	...	41	1
Grey	29	1,411	48·7	9	5	1	7	4	1	...	1	1	...	...	...	..
Westland	33	1,129	34·2	18	5	...	4	2	2	...	2	...	...	...	23	1
North Canterbury	199	16,745	84·1	19	18	23	70	16	14	14	11	10	4	2 as 1	12	2
South Canterbury	67	4,391	65·5	5	6	9	26	10	3	1	3	3	1	...	20	1
Otago	222	17,365	78·2	29	25	21	73	25	15	8	10	10	6	...	2	1
Southland	141	7,877	55·9	11	13	18	61	14	6	9	7	...	2	8 as 4	2	
Totals for 1899	1,645	107,066	65·1	275	176	186	531	159	81	84	77	50	26	64 as 32	205	24
Totals for 1898	1,624	107,904	66·4	266	163	203	499	168	91	79	78	50	27	63 as 31	176	20
Difference ...	21	– 838	...	9	13	– 17	32	– 9	– 10	5	– 1	...	– 1	1	29	4

The number of schools with an average attendance during the fourth quarter of less than 20 increased by 22—viz., from 429 to 451; the number of schools with average attendance 20 to 24 decreased by 17, from 203 to 186; hence the total number of schools with average attendance under 25 was 5 more than in December, 1898—637 as against 632. The number of schools with an average attendance of 25 to 49 pupils increased by 32, the figures being in December, 1899, 531 schools, and in December, 1898, 499 schools.

Taking all schools below 50 in average attendance, there was an increase in the number of schools of 37 during the year—viz., from 1,131 to 1,168; there was, on the other hand, a diminution of 16 in the number of schools of 50 and upwards in average attendance—viz., from 493 to 477; in other words, the larger schools, or town schools generally speaking, show a falling-off in attendance, while the number of small schools, or country schools, is greater than in the previous year. The number of half-time schools remained about the same as in 1898; while the number of subsidised schools, which in December, 1898, showed the large decrease of 39, again increased from 176 to 205. The half-time schools and subsidised schools are given separately in two columns of Table J, but are also included in the other figures of that table.

The number of schools closed during 1898 was 24; as the net increase in the number of schools was 21, apparently the number of schools opened or reopened during the year was 45.

TABLE K.—School Staff, December, 1899.

Education Districts.	Principal.		Head of School.		Head of Department.		Sole Teachers.		Assistant Teachers.		Pupil Teachers.		Total.			Average Attendance in Fourth Quarter.	Average Number of Pupils to One Teacher.	Sewing-mistresses.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	All.			
Auckland	...	...	135	9	...	...	107	102	34	163	49	190	325	464	789	22,534	28·6	80
Taranaki	1	...	23	4	...	1	12	23	4	13	10	22	50	63	113	3,091	27·4	23
Wanganui	...	...	57	7	...	...	*42	26	11	29	36	74	*146	136	*282	8,144	28·8	...
Wellington	...	...	56	10	...	...	22	58	31	68	22	153	131	289	420	11,739	28·0	12
Hawke's Bay	1	...	32	8	1	...	9	25	13	38	17	77	73	148	221	6,241	28·2	...
Marlborough	...	...	8	2	...	...	11	41	1	11	...	15	20	69	89	1,741	19·6	6
Nelson	...	...	32	9	...	...	14	68	9	†23	11	43	66	143	209	4,658	22·3	...
Grey	1	...	7	2	...	1	2	17	2	13	2	11	14	44	58	1,411	24·3	...
Westland	...	...	7	3	...	...	5	18	2	12	1	9	15	42	57	1,129	19·8	...
North Canterbury	23	...	77	5	1	28	44	50	35	129	31	86	211	298	509	16,745	32·9	35
South Canterbury	4	...	25	1	...	4	11	26	12	29	11	18	63	78	141	4,391	31·1	11
Otago	...	...	81	...	...	...	57	84	48	135	27	55	213	274	487	17,365	35·7	31
Southland	17	...	28	1	...	17	54	41	12	18	13	39	124	116	240	7,877	32·8	...
Totals for 1899	47	...	568	61	2	51	*310	579	214	681	230	792	*1,451	2,164	*3,615	107,066	29·6	198
Totals for 1898	50	...	573	69	2	55	384	548	225	698	229	831	1,463	2,201	3,664	107 904	29·4	191
Difference	–3	...	–5	–8	...	–4	6	31	11	–17	1	–39	–12	–37	–49	–838	0·2	7

* Includes one vacancy. † Includes one general kindergarten instructor.

TABLE L.—Salaries of Teachers, December, 1899.

Education Districts.	Under £100.			£100 and under £200.	£200 and under £300.	£300 and under £400.	£400 and upwards (Maximum £504).	Number of Teachers.	Total of rates of Salary, December, 1899.		
	Sewing-mistresses.	Pupil-teachers.	Other Teachers.						£	s.	d.
Auckland	80	239	229	266	41	13	1	869	74,489	0	0
Taranaki...	23	32	36	41	4	...	...	136	10,219	12	0
Wanganui	...	110	47	102	21	1	...	281	28,701	16	0
Wellington	12	175	109	78	49	9	...	432	39,709	19	0
Hawke's Bay...	...	94	36	72	15	3	1	221	21,521	10	11
Marlborough	6	15	54	18	2	...	...	95	5,750	2	5
Nelson	...	54	94	54	5	2	...	209	16,036	0	0
Grey...	...	13	29	13	3	...	...	58	4,290	0	0
Westland	...	10	34	11	2	...	...	57	4,196	18	1
North Canterbury ...	35	117	147	207	25	12	1	544	53,559	9	8
South Canterbury ...	11	29	37	68	5	2	...	152	14,268	14	0
Otago	31	82	142	193	54	15	1	518	58,361	1	3
Southland	...	52	29	147	11	1	...	240	26,729	16	0
Totals for 1899 ...	198	1,022	1,023	1,270	237	58	4	3,812	357,833	19	4
		2,243									
Totals for 1898 ...		2,256		1,292	239	64	4	3,855	364.273	6	4
Difference		−13		− 22	−2	−6	...	− 43	−6,439	7	0

TABLE M.—Teachers, Certificated and Uncertificated, 31st December, 1899.
(Numbers in brackets represent licensed teachers included in other numbers.)

Education Districts.	Certificated Teachers.	Marks not yet Assigned.	Required Service not yet completed.	Partial Pass.	Failed.	Never examined by Department.	Total.	Pupil-teachers having Certificates, not included in Column headed "Certificated Teachers."
Auckland	522	...	2	13[1]	3[1]	10[2]	550	74
Taranaki	76	...	...	1	1	3	81	...
Wanganui	153	...	1	7	5	5	171	17
Wellington	211	...	2	9[1]	1	22	245	34
Hawke's Bay	108	1	...	2	4[2]	12[2]	127	9
Marlborough	36	1	...	3	1	33*	74	2
Nelson	109†	...	1	7[1]	9[1]	29*	155	6
Grey	38	...	...	2[1]	1	4	45	1
Westland	29	...	...	1	2	15	47	...
North Canterbury ...	378	...	...	12[1]	...	2	392	..
South Canterbury ...	109	...	...	3[1]	...	...	112	4
Otago	400	...	4	1	...	...	405	...
Southland	176	...	5	3	1	3	188	3
Total for 1899 ...	2,345	2	15	64[6]	28[4]	138[4]	2,592	150
Total for 1898 ...	2,325	3	28	55[3]	42[6]	145[4]	2,598	175
Total for 1897 ...	2,244	2	20	92[5]	45[6]	146[3]	2,549	111
Total for 1896 ...	2,179	1	17	96[15]	42[5]	134[5]	2,469	106
Total for 1895 ...	2,084	5	24	90[14]	36[4]	127[5]	2,366	...
Total for 1894 ...	1,984	5	24	85	42	120	2,260	...
Total for 1893 ...	1,914	4	22	88	48	125	2,201	...
Total for 1892 ...	1,826	6	19	94	54	131	2,130	..
Total for 1891 ...	1.753	7	17	107	58	132	2,074	...

* In Marlborough and Nelson are many small household schools.
† Includes one general kindergarten instructor.

(G.) SECONDARY SCHOOLS.

Staff, Attendance, Fees, and Salaries at Secondary Schools, 1899.

Schools.	Staff.		Attendance for Last Term or Quarter of 1899.						Number of Boarders.	Annual Rates of Fees.		Salaries at Rates paid at End of Year.	
	Regular.	Visiting.	Under 12 Years.	12 to 15.	15 to 18.	Over 18 Years.	Total (Roll).	Average Attendance.		For Ordinary Day-school Course.	For Board exclusive of Day-school Tuition.	Regular Staff.	Visiting Teachers.
										£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland Grammar School	16	2	15	135	166	12	*b.* 192 *g.* 136	315	12	10 10 0 8 8 0	40 0 0	3,742 10 0	110 0 0
Whangarei High School	3	...	...	13	20	...	*b.* 20 *g.* 13	31	...	8 8 0	...	280 0 0	...
Thames High School	3	...	4	12	32	...	*b.* 31 *g.* 17	46	...	8 8 0 7 7 0	...	(*a*) 700 0 0	...
New Plymouth High School	3	...	3	16	31	...	*b.* 33 *g.* 17	44	...	6 6 0	...	(*a*) 795 0 0	..
Wanganui Collegiate School	10	1	6	75	103	12	196	189	143	12 0 0 9 0 0	45 0 0	(*b*) 1,850 0 0	300 0 0
Wanganui (Girls') High School	7	6	9	53	61	7	130	126	51	10 10 0 8 8 0	40 0 0	(*c*) 940 0 0	210 0 0
Wellington College	11	...	17	79	176	10	282	259	70	13 4 0 10 12 0	42 0 0	(*a*) 2,565 0 0	...

Wellington Girls' High School	6	...	6	14	62	6	88	82	...	13 4 0 10 12 0	...	1,125 0 0	...
Napier Boys' High School	4	1	4	13	37	1	55	50	14	9 9 0 8 8 0	40 0 0	(*d*) 835 0 0	30 0 0
Napier Girls' High School	5	5	8	18	34	...	60	54	9	10 4 0 8 17 6	40 0 0	(*e*) 780 0 0	18 18 0 and fees.
Nelson College...	6	4	6	43	56	7	112	105	40	12 12 0 8 8 0	40 0 0	(*f*) 1,325 0 0	138 0 0
Nelson Girls' College ...	5	4	9	24	49	9	91	76	28	12 12 0 8 8 0	40 0 0	(*f*) 705 0 0	241 0 0
Christ's College Grammar School	10	4	44	87	67	8	206	195	65	14 3 6 11 0 6 7 17 6	50 0 0 42 0 0	(*g*) 2,725 0 0	243 15 0
Christchurch Boys' High School	11	5	6	105	109	6	226	217	...	9 9 0 6 6 0	...	3,500 0 0	285 0 0
Christchurch Girls' High School	5	9	7	60	53	4	124	106	...	12 12 0 9 9 0	...	1,030 0 0	380 4 0
Rangiora High School ...	1	...	2	9	1	...	*b.* 8 *g.* 4	11	...	9 9 0 6 6 0	...	(*a*) 150 0 0	...
Akaroa High School ...	1	...	1	4	4	...	*b.* 3 *g.* 6	8	...	10 10 0	...	(*a*) 200 0 0	...
Ashburton High School...	3	...	...	15	27	...	*b.* 28 *g.* 14	39	...	9 9 0 6 6 0	...	570 0 0	...

(*a*) Headmaster has residence. (*b*) Headmaster receives no salary; seven masters board at the school. (*c*) The principal has a house, and five teachers reside at the school. (*d*) Headmaster and first assistant-master have residences; one assistant-master resides at the school. (*e*) The headmistress has house. (*f*) Principal and three others reside at school. (*g*) Headmaster and five others have houses. (*h*) Two masters teach in both schools. (*j*) The principal and two others reside at the school.

STAFF, ATTENDANCE, FEES, AND SALARIES AT SECONDARY SCHOOLS, 1896.—*cont.*

Schools.	Staff.		Attendance for Last Term of Quarter of 1896.						Number of Boarders.	Annual Rates of Fees.		Salaries at Rates paid at End of Year.	
	Regular.	Visiting.	Under 12 Years.	12 to 15.	15 to 18.	Over 18 Years.	Total (Roll).	Average Attendance.		For Ordinary Day-school Course.	For Board exclusive of Day-school Tuition.	Regular Staff.	Visiting Teachers.
										£ s. d.	£ s. d.	£ s. d.	£ s. d.
Timaru Boys' High School	3	1	1	20	19	3	43	41	...	10 0 0 8 0 0	..	860 0 0	35 0 0
Timaru Girls' High School	3	2	...	26	33	7	66	60	...	10 0 0 8 0 0	...	625 0 0	50 0 0
Waitaki High School—													
Boys'	4	1	4	37	40	2	83	79	29	10 10 0 8 10 0 4 10 0	43 10 0	(*a*) 840 0 0	...
Girls'	3	2	...	15	28	7	50	47	...	8 0 0 6 0 0 4 10 0	..	405 0	31 0 0
Otago Boys High School	(*h*) 9	1	...	69	103	18	190	175	13	12 0 0 10 0 0	43 10 0	(*a*) 2,57 14 0	20 0 0
Otago Girls' High School	(*h*)10	3	1	60	67	8	136	129	16	12 0 0 10 0 0	40 0 0	(*j*) 1,685 6 0	30 0 0 and fees.
Southland High School...	5	...	...	21	42	...	*b.* 36 *g.* 27	60	...	10 0 0	...	1,150 0 0	...
Totals	145	51	153	1023	1420	127	*b.* 1744 *g.* 979	2,544	490	...	...	31,962 10 0	2122 17 0

(*a*) Headmaster has residence. (*b*) Headmaster receives no salary; seven masters board at the school. (*c*) The principal has a house, and five teachers reside at the school. (*d*) Headmaster and first assistant-master have residences; one assistant-master resides at the school. (*e*) The headmistress has house. (*f*) Principal and three others reside at school. (*g*) Headmaster and five others have houses. (*h*) Two masters teach in both schools. (*j*) The principal and two others reside at the school.

School or Instructor.	Subjects of Instruction (grouped), and Average Attendance.												Payments.	
	Freehand (from Flat and Round) and Shading.	Drawing from Nature, Painting, and Modelling.	Mechanical Drawing and Engineering, and Machine Construction.	Geometry and Perspective.	Design and Ornament.	Architecture and Building Construction.	Mathematics.	Natural and Experimental Science (Botany, Chemistry, and Physics).	Woodwork.	Plumbing (Theory and Practice).	Domestic Instruction.	English and Commercial Subjects.	Singing.	Capitation.	Special Grants.
														£ s. d.	£ s. d.
Technical Classes Association, Auckland ...	5	...	...	2	...	9	4	...	10	5	...	...	...	90 19 7	150 0 0
"Elam" School of Art, Auckland	19	10	...	22	...	...	...	...	...	...	...	...	...	59 17 5	...
Payton, Mr. E. W., Auckland	8	...	...	...	...	...	...	...	...	...	...	...	...	5 16 0	...
Robinson, Mr. W. L., Auckland	...	...	45	17	...	...	...	...	...	...	...	...	...	40 0 5	...
Education Board, Auckland—															
Devonport Public School	...	...	...	...	...	...	...	...	12	...	...	...	...	8 10 0	...
Remuera Public School	...	...	...	...	...	...	...	...	7	...	...	...	...	3 18 9	...
Education Board, Wanganui—															
Technical School, Wanganui ...	34	10	15	26	4	7	5	15	28	...	29	16	...	64 11 3	...
Technical Classes, Palmerston North ...	13	...	...	23	...	...	...	...	...	...	...	...	...	16 11 5	...
„ „ Hawera	10	3	...	11	...	...	...	...	6	...	121*	...	...	44 18 10	...

* Includes attendance at Hawera, Patea, Waverley, Manaia, and Eltham.

(iii.)—MANUAL AND TECHNICAL INSTRUCTION, 1899—(*continued*).

School or Instructor.	Subjects of Instruction (grouped), and Average Attendance.													Payments.	
	Freehand (from Flat and Round) and Shading.	Drawing from Nature, Painting, and Modelling.	Mechanical Drawing and Engineering, and Machine Construction.	Geometry and Perspective.	Design and Ornament.	Architecture and Building Construction.	Mathematics.	Natural and Experimental Science (Botany, Chemistry, and Physics).	Woodwork.	Plumbing (Theory and Practice).	Domestic Instruction.	English and Commercial Subjects.	Singing.	Capitation.	Special Grants.
														£ s. d.	£ s. d.
Education Board, Wellington—															
Technical School, Wellington	616	280	137	232	98	106	113	...	422	143	520	103	263	373 0 7	...
Paraparaumu Public School	...	...	...	...	...	...	...	...	7	...	...	...	...	1 4 9	...
Petone Boys' Institute	...	...	6	...	...	...	...	...	...	...	...	...	...	10 16 3	...
Caverhill, Miss L. L., Petone, Wellington	...	13	...	...	...	...	...	...	..	...	...	..	...	10 14 1	...
Technical School, Masterton...	23	...	...	...	...	...	...	11	...	...	44	...	...	41 7 6	...
Anderson, Mr. R. N., Napier	52	...	...	...	...	...	...	...	...	...	...	...	...	33 6 7	...
Education Board, Napier—															
Napier Public School	...	49	...	51	51	...	...	...	...	...	...	...	...	16 1 4	...
Education Board, Marlborough—															
Blenheim Public School—	...	...	...	...	...	...	...	...	...	...	...	24	...	10 7 4	...
Renwick Public School	...	...	...	...	...	...	...	...	..	...	...	16	...	6 3 5	...

Education Board, Nelson—																
Nelson Cookery Class	...	...	..	...	...	...	...	...	...	...	87	...	...	10 17 6	...	
Education Board, Grey—																
Greymouth Public School	...	...	..	...	...	...	...	...	12	...	...	...	...	15 7 9	...	
Education Board, Westland—																
Kumara Public School	...	...	...	...	...	...	...	...	9	...	...	...	...	15 12 8	...	
Canterbury College—																
School of Art, Christchurch	295	92	...	119	27	18	...	...	13	...	...	...	...	168 11 9	...	
School of Engineering and Technical Science, Christchurch	...	...	127	41	...	...	...	...	...	...	...	...	...	75 16 3	...	
School of Domestic Instruction, Christch'	...	...	...	...	...	...	...	...	...	...	235	...	...	105 3 9	65 0 0	
Education Board, North Canterbury—																
Normal School	...	...	...	...	...	...	...	...	61	...	...	...	...	33 10 0	...	
Amberley Public School	...	...	...	...	...	...	...	...	...	...	33	...	...	13 2 10	...	
Leeston Public School	...	...	...	...	...	...	...	...	12	...	20	...	...	21 1 10	...	
Technical Classes Association, Dunedin ...	...	...	62	...	...	...	27	63	30	21	46	201	...	45 11 4	...	
,, ,, Balclutha ...	...	...	...	...	...	...	...	...	16	...	...	...	...	3 0 0	...	
,, ,, Waiwera, S.	...	6	...	...	...	...	...	...	...	...	...	...	...	6 6 5	...	
,, ,, Invercargill...	19	...	37	..	...	9	...	12	86	...	43	27	...	49 11 6	...	
Education Board, Otago—																
School of Art, Dunedin	150	20	16	76	10	10	...	...	...	...	...	...	...	181 8 0	...	
Balclutha Public School	...	...	...	...	...	...	...	...	16	...	...	...	...	3 6 0	...	
Tokomairiro Public School	...	...	...	...	...	...	...	...	18	...	...	...	...	7 15 9	...	
Kidson Hunter, Mr. A. G., Dunedin	...	...	...	...	...	...	...	20	...	...	...	...	...	12 11 4	...	
Total	1,244	483	445	620	190	159	149	121	765	169	1,178	387	263	1,607 0 2	215 0 0	

APPENDIX H.

STATEMENT OF EXPENDITURE AND RECOVERIES IN RESPECT OF ALL SERVICES UNDER THE CONTROL OR SUPERVISION OF THE MINISTER OF EDUCATION DURING THE YEAR ENDING 31ST MARCH, 1900.

	£	s.	d.	£	s.	d.
HEAD OFFICE.						
Secretary and Inspector-General	600	0	0			
Clerks and Clerical Assistance	2,465	7	9			
Travelling Expenses	175	4	3			
Telephone Subscriptions	37	11	8			
Contingencies	33	19	5			
				3,312	3	1
PUBLIC SCHOOLS.						
Grants to Education Boards:						
Capitation Allowance (£ s. d.)	413,684	1	3			
Less Revenue from reserves	40,354	13	10			
	373,329	7	5			
Capitation Allowance, at 1s. 6d. for Scholarships.	8,090	0	5			
Subsidies for Inspection	4,000	0	0			
Training of Teachers	600	0	0			
Grants for School Buildings	61,010	0	0			
Grants for rebuilding Schools destroyed by fire.	3,140	4	6			
Miscellaneous Expenditure:—						
Schools at Chatham Islands	403	14	8			
Teachers' and Civil Service Examinations.	811	5	10			
Railway Fares of School Children	3,308	0	0			
Drill (model rifles)	400	13	7			
Preparation of Pupil-teacher Examination Papers.	7	10	0			
Grant to Educational Institute for Travelling Expenses.	70	0	0			
Educational Conference (allowance towards travelling expenses of delegates).	68	10	5			
Contingencies	12	11	7			
	455,251	18	5			
Less Recoveries (Examination Fees)	1,014	0	0			
				454,237	18	5
Carried forward	—			457,550	1	6

APPENDIX H.—Statement of Expenditure and Recoveries, &c.—*cont.*

	£	s.	d.	£	s.	d.
Brought forward	—			457,550	1	6
NATIVE SCHOOLS.						
Salary of Inspector	450	0	0			
Salaries and Allowances of Teachers	13,390	10	1			
Higher Education and Apprenticeship	1,745	6	5			
Books, School Requisites, Sewing Material, &c.	553	9	5			
Travelling (including removals of Teachers)	466	11	1			
Buildings	4,157	4	8			
Repairs of Small Works	637	0	10			
Visits of Public School Inspectors (subsidy to Auckland Education Board).	150	0	0			
Technical Instruction: Material for Workshops, &c.	28	10	0			
General Contingencies	120	18	11			
	21,699	11	5			
Less Recoveries	73	13	3			
				21,625	18	2
INDUSTRIAL SCHOOLS.						
Auckland. Net Expenditure (*i.e.*, after deduction of Recoveries).	945	4	0			
Burnham " " "	4,844	18	11			
Caversham " " "	3,839	13	4			
General Contingencies:						
Salary of Visiting Officer (£156 0 0)						
Travelling Expenses, &c., of Visiting Officer. (£260 0 8)						
Sundries (£42 3 11)						
	458	4	7			
Private Schools:—						
St. Mary's, Auckland. Net Expenditure (*i.e.*, after deduction of Recoveries).	1,171	15	10			
St. Joseph's, Wellington " "	342	10	4			
St. Mary's, Nelson " "	1,486	3	5			
St Vincent de Paul's, Dunedin	12	18	11			
Inmates Maintained at other Institutions	410	8	3			
				13,511	17	7
Institution for Deaf Mutes. Net Expenditure (*i.e.*, after deduction of Recoveries).	—			6,084	16	11
Institution for Blind " "	—			311	10	2
TECHNICAL INSTRUCTION.						
Examinations:—						
Science and Art Department, South Kensington.	62	1	11			
City and Guilds of London Institute	24	16	4			
Grants in aid of Technical Classes	1,909	12	7			
Examples of Drawings and Works	35	17	0			
Fares of Students and Instructors	206	9	4			
Report on Technical Education	210	0	0			
Sundries	11	1	11			
				2,459	19	1
Carried forward	—			501,54	3	5

APPENDIX H.—Statement of Expenditure and Recoveries, &c.—*cont.*

	£ s. d.	£ s. d.
Brought forward - - - -	—	501,544 3 5
MISCELLANEOUS.		
Subsidies to Public Libraries - - -	3,000 8 0	
Grey High School (grant in aid) - -	200 0 0	
Grey Education Board (cost on deeds) -	75 0 0	
Marlborough School Commissioners (grant for Secondary Education in lieu of endowments).	400 0 0	
Marlborough High School (grant in aid of building).	1,000 0 0	
Bainham Library (subsidy towards cost of restoration of building destroyed by fire).	100 0 0	
Auckland University College (grant in aid of additional class-room).	1,000 0 0	
Victoria College (grant for buildings and laboratory).	3,000 0 0	
Nelson Education Board (subsidy for purchase of school-site).	500 0 0	
Westland Education Board (grant in aid of Hokitika and Kumara District High Schools).	200 0 0	
	9,475 8 0	
Less Recovery - - - -	8 13 7	
		9,466 14 5
STATUTORY GRANTS.		
University of New Zealand - - -	3,000 0 0	
Auckland University College - - -	4,000 0 0	
Victoria College - - - - -	4,000 0 0	
Marlborough High School - - - -	400 0 0	
		11,400 0 0
Total - - -	—	522,410 17 10

SUPPLEMENTARY NOTES.

(i.) The following is an extract from "Papers relating to University Education of Roman Catholics in certain Colonies." (Colonial Office Return, 1900, Cd. 115.)

"The Charter of the New Zealand University states that its benefits are for "all classes and denominations of Our faithful subjects without any distinctions whatever." Accordingly the University of New Zealand itself, and the four University Colleges to one of which a student must join himself in order to graduate, are quite undenominational in the constitution of their governing bodies, and all their privileges are open to any subject of Her Majesty."

(ii.) Regulations and Particulars of Industrial Schools.

(Based on a Return to an Order of the House of Representatives, dated August 8th, 1899.)

[*Order of the House of Representatives of 8th August*, 1899. *Ordered*, "That there be laid before this House a return showing the number of children in the industrial schools on the 31st March, 1899, the return to specify separately:—(1) The total number in the schools; (2) the number committed as destitute under section 16, sub-section (1) of "The Industrial Schools Act, 1882"; (3) the number committed for other reasons than destitution, showing whether criminal or not, and showing also the number sentenced to imprisonment but sent to an industrial school instead of serving the term of imprisonment."]

The sections of "The Industrial Schools Act, 1882," as amended by "The Industrial Schools Act Amendment Act, 1895," relating to the admission of children, are as follows:—

16. Any constable finding a child answering to one or other of the descriptions following, may immediately, without any warrant, take such child before the nearest available Resident Magistrate, to be dealt with according to this Act:—

(1) Any child having no means of subsistence, or whose parent is in indigent circumstances, and unable to support such child;

(2) Any child found begging or receiving alms, or being in any street or public place for the purpose of begging or receiving alms;

(3) Any child found wandering about or frequenting any street, thoroughfare, hotel, or place of public resort, or sleeping in the open air, or not having any home or settled place of abode, or any visible means of subsistence;

(4) Any child residing in any brothel or associating or dwelling with any person known or reputed to be a prostitute or habitual drunkard, or with any person convicted of vagrancy under any Act or Ordinance now or hereafter to be in force.

17. Any parent having a child whom he is unable to control, and wishing him to be sent to a school, may, without any warrant, take such child before the nearest available Magistrate, and if he prove to the satisfaction of such Resident Magistrate that he is unable to control such child, and give security to the satisfaction of such Resident Magistrate for the payment of the maintenance of such child, the Resident Magistrate may make an order such as is mentioned in the next section hereof.

19. The Judge before whom, or the Resident Magistrate by whom, the child shall be convicted of an offence punishable by imprisonment, or before whom a child shall be accused of any offence punishable by imprisonment, or by some less punishment, which child so accused ought, nevertheless, in the opinion of such Judge or Resident Magistrate, regard being had to his age or circumstances, to be sent to a school, may, in addition to the sentence which may be passed as a punishment for the offence of which such child is convicted, order such child to be sent, at the expiration of such sentence, to any school, or, in lieu of passing such sentence, or in the case of a child so accused as aforesaid, whether such child be convicted or not, may order such child to be sent to any such school.

20. When any child has been convicted by two or more Justices of any offence punishable by imprisonment, such order, as mentioned in the preceding section, may be made at any time subsequently to such conviction by any Resident Magistrate upon the recommendation of the convicting Justices, or upon the application of any other respectable person.

24. Any child may be admitted as an inmate of any school upon such terms as to cost of maintenance and education thereof, and otherwise howsoever, as may be agreed upon between the parents of such child, and the manager of such school, or between any such manager and any person authorised by the Governor or any local body to act as a relieving officer for the purposes of this Act.

25. The Governor may, if he thinks fit, order that any person under the age of eighteen who has been sentenced to imprisonment shall, either in lieu of or after serving his term of imprisonment or any part thereof, become an inmate within the meaning of this Act.

Such order shall specify the particular school of which such person shall be deemed to be an inmate.

(iii.) Summary of Mr. Riley's Report on Manual and Technical Instruction (1898).

The following has been abstracted from a report on Manual and Technical Instruction prepared by Mr. Arthur D. Riley,* Director of Technical Instruction to the Education Board of the Wellington District, and containing certain notes and suggestions made by him. The report was presented to both Houses of the General Assembly by Command of His Excellency the Governor in 1898, and contains an extended and valuable survey over recent educational developments, especially in their bearings on technology, mainly in England and Scotland, with references to continental education.

(i.) In his introduction the writer explains that his notes and recommendations are based upon many years of experience and a recent visit to some of the more important educational centres of England and Scotland. After expressing his admiration of the "activity in the cause of technical education, from the simplest elements in the primary schools to the highest stages of university training," which he found in England, the writer records his conclusion that, "if New Zealand desires to maintain her position among British colonies, this question of technical education will need serious attention, and must be placed upon much broader lines than are at present contemplated."

"In New Zealand we are fortunate in having technical education under the control of the Education Department, which undoubtedly tends to strengthen the position, for upon the development of our primary school system the success or failure of technical work greatly depends." . . . . "In this sense I am anxious to see the New Zealand educational course made progressive from the primary to the secondary and technical, and from thence to the University."

The report then enters more into detail, and is divided under seven heads: Primary Instruction, Intermediate or Secondary Instruction, Schools of Art and Art Crafts, Science and Technology, Agriculture and Mining, Commercial Education, and "General," including examinations, the training of teachers, appliances, &c., and administration.

(ii.) *Kindergarten.*—"Everything that can be devised in the way of technical instruction will fail if our primary and secondary schools are not efficient. Everything, therefore, that tends to promote the intelligence of children from the earliest age is of importance. In this sense I would urge the adoption of Kindergarten schools in every district throughout New Zealand, for

* Mr. Riley is a National Scholar and gold medallist of the Science and Art Department of London. The summary of the reports has been prepared by Mr. R. Balfour.

to my mind the methods of Kindergarten work are of the truest educational value. With its clay-modelling, paper-folding, mat-working, stick-building, &c., the child's life is made interesting and instructive. Manual instruction is in fact commenced, for notions of work, order, and neatness are at once instilled into them."

The writer then speaks of the present condition of Kindergarten work in England: "Great changes in methods and ideas of instruction have taken place within recent years. Kindergarten methods are widely adopted in the standard instruction, and in many districts are compulsory. Manual instruction in wood and iron, and domestic instruction, is now given in every county in England. In no single instance have I found the primary school teachers speak adversely of the new order of instruction, but, on the contrary, the highest and warmest praise has been given."

"Our New Zealand system of primary instruction may, I am sure, follow with advantage the changes made in England. Our children undoubtedly learn to read, write, and cipher, but this is not all that is required in a colony such as New Zealand, where fully 90 per cent. of our school children must enter agricultural or industrial pursuits."

"There can be no doubt that a child's school-life gives a bias to his future career. Why, then, should instruction not be given in those subjects which will aid more directly to fit a boy for his after-life? Children should be taught how to work and to love work—that is, if education means fitting a man for his future."

"Between Kindergarten work and the work of the standards there is at present an unfortunate gap. Why should the occupations and methods of the Kindergarten (the truest system of education) be completely dropped where they are likely to be most beneficial? I strongly urge the advisability of continuing such exercises as clay-modelling, paper-cutting and folding and use of coloured papers, bricklaying, wire-work, cardboard-work, brush-work, &c., in the standards. . . . . I suggest therefore as a means of bridging the gap between Kindergarten and standard work, that the following exercises be introduced as a part of the ordinary course of the standards: (1) Modelling in clay; (2) cutting-out in paper and folding; (3) bricklaying; (4) wire-work; (5) modelling in cartridge paper or cardboard; (6) brush-work, from a sketch or from the object. The materials for all such exercises should be provided by the Education Board of the district, or by the Education Department through the Board. . . . There is no desire upon my part to increase the burden of teachers with regard to the number of subjects taught; as I have already stated, a change in the syllabus is necessary if time is to be devoted to hand-and-eye-training exercises. Nor do I suggest that all the exercises named should be introduced; freedom of choice and the gradual introduction

of this work is all that I ask. . . . . In the introduction of this work in our New Zealand schools the question of the time available is one of importance. I suggest that one hour per week be given in Standards I. to IV. for varied occupations, and two hours and a half per week in Standards V. and VI. for manual or domestic instruction."

The report then gives a detailed account of the English methods of Kindergarten work as followed in the standards. Mr. Riley concludes that "the high opinions held by English teachers and the results obtained in the various districts, should be sufficient to warrant their introduction in our New Zealand standards. The exercises are in every sense education; not only will they relieve the present monotony of exercises, they will impart a knowledge of form, colour, and the properties of material, and at the same time foster a certain amount of manual dexterity, which may be made a stepping-stone to exercises in other materials, and, lastly, help to place in the hands of children something which may give them a love for occupations outside their ordinary school-life." He suggests that, with a view to training teachers for this special Kindergarten work, "Saturday classes should be established by the various technical schools in conjunction with drawing, and evening classes when a sufficient number of applicants present themselves, the instruction being provided free of cost. . . . Departmental assistance would be rendered by the payment of capitation upon attendance of teachers at the various classes held for the special training in these subjects in accordance with the Technical Instruction Act." He further suggests the "payment of a bonus of 10*s.* for every certificate of competency in any one of the occupations named, the maximum sum paid to any one teacher to be £2."

(iii.) *Drawing.*—"If the public-school system is to be made the instrument whereby our future workmen are trained in technical work, then drawing must be thoroughly taught. The importance of drawing as an industrial subject cannot be overestimated. . . . No industry can wholly dispense with drawing, for in almost every case something has to be made; the first step must therefore be either a drawing or a model—often both. Drawing must be accepted as a language common to all, and equally as indispensable as writing. As a basis of industrial education it is now recognised throughout the world. . . . I would again recommend the Department to make a failure in drawing a failure in the general examination, and that each section of drawing in which a certain percentage of marks is obtained should entitle such candidate to a special certificate. This would enable him to devote his energies to one or other of the remaining sections, instead of, as required at present, the whole four sections."

"Memory-drawing and cutting-out exercises combined will be found invaluable, as also will dictation work. . . . Application of simple exercises to borders on patterns should be given, say,

upon brown paper, using white and one or two coloured chalks. . . . Further, say once a month, ask the class to draw some familiar object, it matters not what. . . . Blackboard practice upon a large scale should be given to the scholars when the board is not in use."

The writer then gives a suggested scheme of work of this nature adapted to each standard. In regard to the work recommended for Standards II. and III. he observes, "I recognise the fact that not less than two hours per week will be needed for this work, but my hope is that the Education Department will see the way to a re-arrangement of other matter to enable this (*i.e.* drawing) and the varied occupation exercises to be done effectively. The result of my inspection of the various schools in England has shown me that it can be done, not only without detriment to, but with increased efficiency to, other sections of educational work."

The writer has a high opinion of the value of what is called *shoulder-work* (*i.e.* drawing at arm's length, whether sitting or standing), and suggests that it should be connected with decorative art—"the forms produced and their combinations will naturally suggest decorative and natural shapes, and it should be the object of the teacher to develop this association of ideas."

Brush-work is then described. Its aims are said to be the cultivation of a sense of colour and form, particularly in relation to "patterns and repeats," in which "the natural forms of plants and animals may be broadly treated as motives of ornament and employed to fill given spaces."

Certain suggestions are then made in regard to drawing as a whole:—"It would be possible that scholars in New Zealand showing special aptitude in this direction should be permitted to attend the local art schools where such are in existence, and that the Education Department should recognise such attendances as school attendances under the Education Act. I find every possible facility is now given in England to encourage special ability in any particular direction, and would recommend similar privileges in this colony." The writer suggests the adaptation to New Zealand conditions of the device of the circulating loan collections of pictures begun by the Manchester Art Museum. The first-grade drawing examination established by the Wellington Education Board is recommended for adoption throughout the colony, with the proviso that the practice of the teachers should be to present at the examination only those who are reasonable fitted to obtain a pass, that is to say, not the whole standard. The subjects for examination are freehand, plane geometry, scale and model drawing. "Should each educational district eventually appoint a superintendent of drawing, the examinations might then be personally held by the superintendents upon papers set and provided by the Education Department."

Mr. Riley next suggests that seventy *scholarships* in each of the larger districts, and a correspondingly smaller number in the

lesser districts, should be established, fifty to be available for one year at the Technical or Art School of the district, for one afternoon's instruction, the monetary value to be 10s.; the examination to be confined to scholars holding the full first-grade drawing certificate . . . "Scholars who hold the fifty first year's scholarships should be entitled to compete for twenty of a second year of the value of a £1, with instruction in more advanced stages of industrial drawing. Successful scholars leaving the primary schools to be entitled to attend evening classes in those subjects during the period of their scholarship."

The remainder of the writer's suggestions are given *verbatim*:—"*Training of Teachers.*—Attention must of necessity be given to this most important matter if we wish technical education to be successful, for it is by means of our primary school teachers that the true basis of the work must be reached. Failure in this matter means failure generally. Every effort should therefore be made to ensure efficient instruction to our teachers.

"Classes in all sections of drawing should be absolutely free to teachers on Saturday morning; nor would I advise any limit to instruction in more advanced art subjects, for all such instruction is a gain to education.

"Examinations and certificates should be available in all sections of work. I would urge further encouragement in the shape of a bonus of £2 to all teachers obtaining a full certificate consisting of practical plane and solid geometry, model-drawing, freehand drawing, elementary light and shade, and memory-drawing.

"*Superintendents of Drawing.*—In the larger centres where technical and art schools are established I would urge that the art master be made responsible for drawing in primary schools: his duty being to supervise the instruction of all teachers' classes, visit or cause to be visited the primary schools, aid and advise teachers in the nature and method of the instruction given, undertake the examinations in drawing, and supervise all matters pertaining to this particular work. In the smaller districts, where the advantages are not so great, I would doubly urge such an appointment.

"*Departmental Assistance.*—Capitation is paid upon all teachers' classes in accordance with the Technical Instruction Act. I further recommend a grant of 5s. for each first-year drawing scholarship, a grant of 10s. for each second-year drawing scholarship, a bonus of £2 for each full teacher's drawing certificate, and a grant of £50 per annum towards the salary of the drawing superintendent appointed by each district."

(iv.) The report then passes on to *Elementary Science* and gives in full the Code Instructions in this subject issued by the English Education Department (1898), together with a syllabus for Instruction in Elementary Science (the "heuristic" scheme) issued by the School Board for London, and syllabus of the

Birmingham School Board. Briefly, Mr. Riley's recommendations are (1) the creation of "higher-grade centres" in at least one of the larger schools in each city, and at the larger country centres of the colony; (2) the appointment of science teachers for each district, whose first duty should be the training of teachers by Saturday and evening classes, and who should in addition visit the schools for the purpose of assisting and advising the teachers in their class-work; (3) inducements to be given to teachers to obtain the necessary instruction, free instruction (if possible) at the university or university college classes for advanced work, and a bonus of £2 for the completion of certificates in certain groups of science instruction; (4) (over and above the capitation upon all teachers' classes under the Technical Instruction Act) a bonus of £2 upon the completion by scholars of certificate in groups of science subjects, a grant of £50 per annum towards the salary of special science teachers appointed by Education Boards, and a grant of one-half the cost of fittings and appliances for special centres of science instruction for scholars of primary schools.

(v.) The next subject dealt with is *Manual Instruction.*— "What other countries find a necessity will naturally force itself upon us sooner or later. . . . It is utterly impossible to expect success by teaching manual instruction after school hours: it must be a part of the ordinary school course, and taught within school hours. Every nation which has undertaken a system of manual instruction has proved this an absolute necessity. I therefore earnestly hope that the syllabus of the New Zealand Education Department will be so revised as to enable schools desirous of commencing this important work to do so."

After an account of the general aims of manual instruction ("it must be a training which places intellectual and moral results before mechanical skill") the following suggestions are put forth:—(1) That centres for manual work should be created wherever possible for the purpose of giving the necessary instruction daily, two hours' instruction (including the drawing exercise) to be given to each class; (2) class teachers should accompany the scholars, and generally assist in carrying on the work; (3) tests should frequently be made in the power of using tools, and interpreting a drawing, or making one; (4) the exercises should be capable of completion within the time allowed (it is further suggested that the girls should during these hours be in attendance at a domestic-economy centre); (5) in organising teachers should be appointed in each district, whose duty it would be to conduct the classes formed for the present, and to undertake the training of the regular school teachers; (6) classes should be held, free to all teachers, on Saturdays and in the evenings, every inducement should be offered them to qualify themselves for conducting manual classes, and a bonus of £2 should be paid to all teachers obtaining a certificate in accordance with the requirements of the City and Guilds of London Institute; (7) (over and above

the capitation upon class attendances) a bonus of £2 to each certificated teacher, a grant of £50 per annum towards the salary of each organising instructor, a grant of 10s. to each holder of a manual instruction scholarship, a grant of one-half the cost of furniture and appliances in fitting up the workshops, and a grant of one-half the cost of erection of special workshops as centres of instruction, subject to the Department's approval of the plans and specifications.

(vi.) A section on the subject of *Domestic Economy* then follows. "Manual instruction is to the boys what domestic economy is to the girls, a necessary part of daily life instruction. Opinions differ as to the age in which such instruction should commence. I am of opinion that, until the work is organised, a medium course is advisable, and that girls of Standards V. and VI. should receive instruction in the domestic sciences, whilst the boys of the same standards would be engaged in manual exercises. A writer to *Education* thus defines the sections of instruction: '(1) Laundry-work taught practically and thoroughly; (2) cookery: all kinds of plain cookery, with simple lessons on the choice, and food-value, and money-value of articles used; (3) housewifery: simple definite rules for general housework and cleaning, the pupils being guided to think out for themselves proper methods of spending, using, and saving; (4) simple lessons in health, care of infants and children, and sanitation; (5) dress-cutting from any size measurement, with sufficient practice; (6) simple dressmaking and fitting; (7) undergarment pattern cutting from any size measurement; (8) plain needlework; (9) mending.' . . . The above would be an excellent course of work; the question is how much can be done in connection with our primary school system. . . . We already have sewing in our schools. Girls unfortunately are often taught to sew, but not to cut out, or make use of material to the best advantage. . . . The lessons in sewing might be made considerably more practical."

The following are the suggestions made in the report in this connection: (1) For country schools the teachers should be trained in the Saturday classes, and a peripatetic teacher should be appointed to visit and assist such classes as are in operation; the larger towns would find little difficulty in this matter; (2) the Education Department should provide half the cost of buildings erected for this special instruction of primary scholars, as well as half the cost of fittings and appliances; the Department should approve the plans and specifications of all buildings towards which funds were contributed; (3) a limited number, perhaps fifty, scholarships in each district should be offered to candidates from primary schools; these scholarships to involve free education in all branches of domestic economy, extending over a period of half a year, and, in place of a money payment, two meals a day; no candidate whose parents are in receipt of £100 a year are eligible for a scholarship; the scholarships to be tenable at the central technical schools in cookery, domestic

economy, and dressmaking; the scholarship examinations to be held for the colony by the Education Department.

The extracts already given will, it is hoped, convey some idea of the suggestions which the writer makes in his report for the enlargement of technical instruction in the primary schools of New Zealand. They are based upon his study of corresponding methods observed in England, and incidentally give a description of what has hitherto been done in New Zealand.

(vii.) Leaving primary schools, the writer passes to "intermediate instruction," including under this head *Evening Continuation Schools, Higher-grade Day Schools, Farm Schools,* and *Secondary Schools.* As schools of a type and function corresponding to Continuation Schools or Higher-grade Schools at present exist in New Zealand, the writer's suggestions in regard to technical instruction in schools of this type are omitted from this summary. In connection with "*Farm or Intermediate Agricultural Schools,*" he writes:—"The Canterbury Agricultural College already attends to the higher branches of instruction—is, in fact, our Agricultural University; but to the bulk of our youths such a course as is there given is financially beyond them. An intermediate course would, I venture to say, be of great advantage. The results obtained by the farm-schools of Preston, Crewe, Bedford, and Leeds lead me to suggest the adoption of similar schools in New Zealand. . . . These schools would, if established, form a connecting link from the primary schools to the Agricultural College, where scholarships obtained at the farm-schools might be tenable. As an instance I might suggest the Wairarapa as one suitable district in the North Island. The Town Lands Trust of Masterton is in an excellent position to carry out such a scheme. Surely it would be possible to obtain from the large landowners of the district a sufficient area of land either as a loan for the benefit of education or at a nominal rent."

(viii.) "In connection with the *Secondary Schools,*" says Mr. Riley, "I recognise many difficulties, inasmuch as our population is small and the curriculum is necessarily a very general one. I should, however, urge that wherever drawing, practical science, manual instruction or domestic economy (in connection with girls' schools) are efficiently taught, a capitation grant be made to such schools, such grants, however, to be paid only upon the recommendation of the Education Board of the district in which such school is situated. Grants so paid should mainly be used for the equipment of science laboratories, art rooms, manual training, or domestic economy class-rooms. Such assistance would, I am sure, lead to the encouragement of those subjects, and considerably strengthen the cause of technical education."

(ix.) The third section of the report deals with *Schools of*

Art and Crafts. "The art schools already established (in the colony) are available for both day and evening classes, and naturally form an important part of our technical system. To be useful, such schools must work hand-in-hand with the technical classes—there should be no distinction or separation one from the other. One of the greatest difficulties schools of art contend against is the student's want of elementary knowledge as a basis on which to continue his studies. An instructor's time is often spent in giving instruction in such work as ought to have been done in our primary schools. It is therefore essential that the drawing in primary schools should be under the control of or directed by the head of the art schools, who should have the training of all primary school teachers carefully attended to and should by personal visits advise and assist in giving class instruction in the schools. There can be no question of the necessity of this point, for it is the foundation, and without it success cannot possibly be generally obtained. . . There is a danger in connection with our art schools that there may be too much teaching, particularly in the case of promising students. In such cases what is really wanted is not so much teaching as direction; . . . particularly is this so in such a subject as design, where originality, even if unfortunate in composition or treatment, should be encouraged." Mr. Riley refers to the requirement of the London County Council that not less than one handicraft shall be taught in connection with each school of art receiving aid from the Technical Education Board, and accordingly he suggests that double the ordinary grant should be allowed by the Education Department to New Zealand schools of art for the instruction they give in "crafts." He urges that very liberal assistance should be rendered to all art schools and classes in the matter of appliances, and particularly in illustrations of industrial arts and designs; every possible assistance and advice should be given as to the nature and selection of such appliances, particularly if grants are made in aid of them. He believes examinations to be necessary for the sake of teachers and industrial workers, but would abolish them for ordinary students. "I am not in favour of examination as a guide to the nature of, or the value of, a school's work, but suggest the adoption of a very thorough inspection of work in progress and class-teaching as the best means of judging the qualifications of any school or class entitled to claim capitation from the Department." He concludes this section of his subject with the following recommendations: *a Scholarships, &c.:* (1) Five free studentships, available for all evening classes, for two years, tenable at the central schools, and five scholarships available for all evening classes, of the value of £5 per annum for two years; (2) two free studentships available for all day classes for two years; two scholarships available for all day classes of the value of £10 per annum for two years; (3) three scholarships available for day and evening classes, of the value of £50 per annum, open to the whole colony, and tenable at any art school approved by the Department, for two years; (4) one travelling scholarship of the total value of £250 for two

years, to enable a student to obtain instruction at the best English or Continental Schools; (5) the examinations for these scholarships should be held by the Education Department and should be open to all New Zealand students registered in schools of art or art classes. *b. Grants:* (1) Double capitation grant for craft classes; (2) grants towards the alteration of buildings already erected, or new buildings, to the extent of one-half the cost; plans to be submitted to the Department for approval (3) grants of one-half the cost of appliances; (4) a grant of £150 per annum towards the appointment of directors of technical instruction, whose sole duty would be the control of such education throughout a district; (5) grants in aid of scholarships to the extent of one-half the amount involved by the recommendations (1) and (2) made above, and of the whole amount involved by recommendations (3) and (4) above, *i.e.*, two £50 two-year scholarships for day and evening classes and one travelling scholarship.

(x.) In regard to "Science and Technology" and the important fields of Mining and Agricultural Instruction, Mr. Riley's recommendations enter into special detail. From the section dealing with Agricultural Instruction the following passage may be quoted:—

"The New Zealand syllabus provides that *Elementary Agriculture* may be taken as an alternative subject. I would suggest that for use in the country schools the Agricultural Department should compile a manual dealing in a simple manner with the chemistry and application of manures, the theory and practice of the rotation of crops, lessons on tree-planting, gardening, fruit-growing, the main features and qualities of the land in the various provincial districts, and its appropriate uses, with a short account of the various breeds of sheep, cattle, and horses, &c., their value and suitability for different districts. A book of this kind, carefully compiled with special regard to New Zealand particulars and wants, coupled with the illustrated leaflets of the Department upon fruit pests, &c., would be of the greatest value and service to our country teachers and scholars. . . . The cultivation of small garden or vegetable plots in the school grounds would give encouragement to scholars, and form a useful occupation in country centres."

(xi.) Section VI. of the report deals with *Commercial Education* and contains a description of the work done in the Manchester Central Commercial Evening School and in certain French Commercial Schools together with suggestions drawn from them. For his application to the conditions of New Zealand of certain forms of commercial education, Mr. Riley takes as his text a distinction once made by Mr. Sidney Webb: "First, the education of the youth before he enters business-life; second, the provision of opportunities of evening instruction for the young clerk; and third, but perhaps most important of all, there is what may be called higher commercial education

required by the officer of the commercial army, if not by every ambitious member of the rank and file." Mr. Riley proceeds as follows: "With reference to the first section, would it not be possible to make a distinction in our secondary schools of scholars in the upper forms, say, over the age of fourteen—the one section for trades or agriculture, and the other for commerce; the former entering more into science, mathematics, manual instruction, and drawing; the latter languages, commercial arithmetic, and book-keeping? With reference to the second section, it is possible to form a moderately complete course of instruction in connection with evening continuation schools by the establishment of special classes in commercial arithmetic; commercial geography and history; languages—French, German, &c.; book-keeping; shorthand; typewriting; commercial correspondence; and economics of commerce. In the four principal centres of New Zealand there should be sufficient students to enable such classes to be formed. In connection with the third section, that of higher commercial education, I suggest that the Victoria University College should make this section a special feature of its curriculum by courses of lectures and special classes. The lectures might embrace such subjects as the life and duties of the citizen; commercial geography and history; commercial and industrial history; mercantile law; insurance—life, fire, and marine; economics of commerce, etc."

In concluding this section of his subject the writer makes the following suggestions:—(1) An effort should be made to give additional training in languages, mathematics, and shorthand in our secondary schools; (2) special commercial sections should be formed in connection with evening continuation classes in the larger centres; (3) the Victoria University College should give a special course of work in the higher branches of commercial education; and (4) the Chambers of Commerce should take this question into serious consideration, and assist the technical committees in the formation and support of commercial classes and provide scholarships for each district.

(xii.) In Section VII. ("General") some remarks are made upon *Examination and Inspection*. Speaking of the "new system of inspection adopted by the [English] Education Department in lieu of examination," the writer says the question is one of the highest importance to technical education, "for by means of the change to freedom of classification manual instruction, domestic economy, and an extension of the Kindergarten methods to the standards have become possible." . . . "The teachers themselves inform me the system has proved itself immeasurably superior to the old one. Such being the case, we must, if we are to keep in touch with education, adopt similar lines. I suggest, therefore, a trial of the system in, say, the Wellington Education District, taking the large schools, inspection being substituted for examination, and the syllabus being so relieved as to permit the introduction of manual and domestic instruction upon the lines of the English schools." In secondary

and technical schools the writer is of opinion that, "wherever possible, examination work should be dispensed with, more reliance being placed upon the teacher to give sound and systematic instruction of the best kind, with a view to the real educational development of his students. There are, of course, cases where examination is a help and a necessity—such, for instance, as teachers and trade students; but otherwise I would not urge students to present themselves for examination in general work. . . . Examinations for technical schools should, in my opinion, be held solely by the Education Department. The teachers' examinations are now so held, but the local technical examinations, being conducted by the various Boards, are wanting in uniformity. I suggest that the Education Department should undertake all technical school examinations throughout the colony, and that regular trade certificates be issued by the Department, which should be recognised by the various trades, and considered as a part of apprenticeship by those holding the same under certain ages. Persons desirous of holding special certificates under British institutions would at the same time have the privilege of presenting themselves for examination under the following institutions:—The City and Guilds of London Institute, the Science and Art Department, London; the Society of Arts, London. It is hardly possible to restrict examinations to these three institutions. Local examinations are a necessity in trade subjects, for there are many cases in which candidates would attend only the local one in order to qualify for their trades. There are, again, great advantages in doing so, inasmuch as local interest is aroused, and the masters and men are induced to interest themselves, greatly to the benefit of the trade concerned." Mr. Riley notes with satisfaction that the New Zealand Education Department has adopted the plan of payment upon attendance in technical schools as against "the English method of partial payment on results."

(xiii.) For the *Training of Teachers* in technical subjects such as manual instruction, domestic economy and hygiene, elementary agriculture, drawing and brush-work, and elementary science, classes similar to those held under the Technical Education Committees of County Councils in Great Britain are recommended. The writer is convinced that "Kindergarten schools should be established in each island for the training of teachers in the Froebel system. Kindergarten training is undoubtedly the foundation of technical training, and, if success is to be obtained, it is necessary that our primary system should be made as efficient as possible, every possible assistance being given to teachers to enable them to obtain a very thorough grounding in the best and latest methods of education. Unless this is done little progress can be expected in technical work, and it is for this reason that I have paid particular attention to the work of the primary schools visited. In such subjects as manual instruction and domestic economy it would be wise

to obtain a number of efficient instructors having experience of this special work in England, these instructors to organise systems of work, and particularly to undertake the training of teachers, in order that the work may be effectively dealt with throughout the various districts."

(xiv.) On the *Supply of Technical Teachers* for New Zealand Mr. Riley remarks: "We are fortunate in having many capable instructors in various parts of the colony, but in the teaching of trade classes we are not so fortunate." The difficulty is to find men of practical experience who also understand the theory and principles of the sciences and arts applicable to their work, and have, besides, the capacity, natural or acquired, of teaching. The difficulty can only be overcome by "a judicious selection of likely men from amongst the student workers in any particular branch of work, and the careful training of such men as far as circumstances will permit. It is out of the question to establish a training college for the colony for such requirements." The writer believes that, if the "travelling scholarships" recommended by him were awarded, "the scholarship-holders would be invaluable to the colony on their return."

(xv.) "In connection with industrial art it is a necessity," writes Mr. Riley, "that *Illustrated Examples* be freely provided, for the express purpose of cultivating a knowledge of what is possible and what has been accomplished in colour, design, and workmanship. The industrial art schools of New Zealand are unfortunate in having no collection of art objects and illustrations, such as are especially provided by the Science and Art Department of Great Britain." The following suggestions are made:—(1) The establishment of a circulating branch of industrial art by the Education Department, a sum of £250 a year being voted for this purpose for five years; (2) the Science and Art Department of London to be asked to grant a loan of sixty frames of examples annually, containing illustrations or reproductions, for circulation amongst the schools of New Zealand, the cost of such loan to be defrayed by the colony; (3) the sum of £30 be spent annually for five years in the purchase of prize national competition works, the Science and Art Department undertaking the selection and purchase on behalf of the colony; (4) the authorities of the British Museum to be asked to provide drawings, photographs, or reproductions of prints on behalf of the colony—the whole of the cost of these undertakings to be met by the sum of £250 suggested under (1).

(xvi.) The importance of *Technical School Libraries* is next insisted upon: "each central institution, at least, should possess a library and reading-room, available for the use of the students, where the best possible works and periodicals might be consulted, and text-books lent to registered students." It is urged that assistance should be given towards the purchase of technical

works. Lastly, the suggestion is put forth that "an officer of the Education Department should be appointed to carefully watch the progress of educational and industrial work in Britain and other countries, and, where possible, obtain copies of lectures and papers read before the various societies, have the same printed and circulated throughout such centres as are affected by the subject, at the same time obtaining such models illustrations, or lantern slides as may give due effect to the same."

(xvii.) Mr. Riley then summarises the recommendations made by him in regard to the *Administration* and organisation of the new branches of technical instruction he proposes. The *Grants* proposed in his report would, for the first year, not exceed £6,000; and for the second year, he estimates the total expenditure at about £16,500, made up as follows:—Capitation upon classes, £2,200; bonus to teachers for complete certificates, £250; scholarships, £2,000; grants towards salaries of specialists, £2,000; grants for buildings and appliances, say, £10,000. He believes that "it is very necessary that the general direction and supervision should emanate from the technical branch of the Education Department, and that thorough inspection should be maintained. . . . Careful direction at the present stage of technical work in the colony will mean a considerable saving, and place this important branch of education upon a sound footing." Two suggestions for the *Administration of Technical Education* are then put forward:—(1) That provision be made to enable the City and County Councils to render assistance towards the development of industrial classes within their own district by means of grants of land for building purposes, or money grants (the latter being doubled by the Government on the £ for £ principle), and when such a contribution from the City or County Council exceeds £100 per annum the Mayor or Chairman of it should be a member of the governing body to which the contribution is made; (2) that the whole system of primary, secondary, technical and university work should be continuous; all schools should bear relation one to another, without overlapping; . . . it is only by assigning each section its definite course, and by true continuity of work, that high success will follow. Our educational districts and centres are comparatively small; it is therefore all the more advisable that our efforts should be concentrated."

(xviii.) Lastly, it is suggested that the Education Boards of the colony, as the Boards having control of technical education in each district, should have power to extend their number upon special committees, in order that persons having special knowledge of the various branches of technical work may act as co-operative members.

(xix.) The greater part of the last section (VIII.) of Mr. Riley's

report, containing his general *Recommendations*, is here quoted *verbatim*:—

"As a summary of this report, I respectfully make the following recommendations:—

1. That Kindergarten schools be established as a part of the primary system of education, with central schools for the training of teachers.

2. That the following subjects be considered as a part of the ordinary standard instruction, the introduction to be gradual, the choice of section being left to the teacher's discretion: clay-modelling, paper-folding and cutting, bricklaying, wire-work, cardboard-work, brush-work. . . .

3. That a bonus of, say, £2 be paid to teachers completing certificates in the following subjects, viz., drawing, elementary science, manual instruction, domestic economy (as well as in the Kindergarten subjects specified under 2 and above).

4. That manual instruction and domestic economy, including practical cookery, be considered a part of the ordinary standard instruction.

5. That the present syllabus be modified to such an extent as to permit of the introduction of the above subjects, and that a trial in one educational district be made of such modified syllabus and of inspection in lieu of examination.

6. That schools known as higher-grade schools be established in continuation of the primary system.

7. That a trial be made of farm-schools as a means of intermediate agricultural education.

8. That provision be made for evening continuation classes, coupled with higher commercial education.

9. That applied design be taught in connection with the art schools of the colony.

10. That every effort be made to associate the employees' associations and the trades-unions with the system of technical education, and that such education, given in a recognised technical school, should be accepted (subject to conditions to be defined) as a part of apprenticeship.

11. That attention be given in each district where technical schools are established to the training of such persons as are likely to prove efficient instructors in the various trades and technical subjects.

12. That a complete scholarship scheme be organised, from the primary schools to the university, including travelling scholarships, and that a Joint Scholarship Board be established.

13. That special assistance be given in the direction of building-grants and appliances for manual and technical instruction.

14. That an industrial art museum be established, and the works and objects circulated amongst the schools of art and

technical schools throughout the colony, and that arrangements be made with the Science and Art Department and the British Museum authorities, as before suggested.

15. That the Education Department establish a sub-department for the control of all technical matters, and undertake all technical examinations in connection with the schools of the colony.

16. That a code ot regulations be issued by the Department, containing the fullest possible information in relation to manual and technical instruction, the same to be widely circulated throughout the colony."

(xx.) "In conclusion, I may be permitted to say that I do not consider this report by any means complete. I have dealt particularly with the primary system, considering that to be the basis of technical work. . . . I shall have accomplished something if I succeed in impressing the fact that great advances have been and are still being made in educational work. There is no evidence of standing still, or being satisfied with past progress. We also in the colony cannot afford to remain satisfied. If we are to keep even ordinary pace with the world's progress, our educational system must be modernised. We cannot afford to treat with contempt what other countries have found a necessity. With regard to industrial progress, it must be generally recognised that such progress is based on the skilfulness of the workman, and upon the excellence and cheapness of his methods of work; and it concerns this colony that her people should be skilful, as well as economical in their time, labour, and material"

(iv.) Act to make better Provision for Manual, Technical and Commercial Education.

The following is the text of the Act to make better provision for Manual, Technical, and Commercial Education, which became law on October 13th, 1900.

The document did not arrive in time to be fully noticed in the text of the report.

Be it enacted by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:—

Short Title

1. The Short Title of this Act is "The Manual and Technical Instruction Act, 1900"; and it shall form part of and be read together with "The Education Act, 1877" (hereinafter called "the principal Act").

Interpretation.

2. In this Act, if not inconsistent with the context—

"Classes" means classes recognised by the Minister in accordance with this Act:

"Continuation class" means a class commencing not earlier than four o'clock in the afternoon, and giving instruction in such of the ordinary public-school subjects, or other subjects of general or commercial education, as are prescribed by regulations under this Act:

"Controlling authority" means the Education Board, or the governing body of a secondary school or of a University College, as the case may be, by which classes under this Act are established; and, in the case of associated classes, means the Education Board or the governing body of the University College joining in the establishment thereof:

Provided that in the case of the associated classes specified in the Second Schedule hereto the controlling authority shall mean the managers thereof:

"Managers" means the persons having immediate control or charge of associated classes:

"Manual instruction" means such exercises as shall train the hand in conjunction with the eye and brain; it includes kindergarten employments, exercises in continuation thereof, modelling in any material, and generally practice in the use of tools:

"Secondary school" means a secondary school open at all times to an Inspector appointed by the Minister of Education, and named in Part I. of the First Schedule hereto:

"Technical instruction" means instruction in the principles of any specified science or art as applied to industries accompanied by individual laboratory or workshop practice, or instruction in modern languages, or in such other subjects connected with industrial, commercial, agricultural, or domestic pursuits as are prescribed by regulations under this Act:

"University College" means a college affiliated to the University of New Zealand and named in Part II. of the First Schedule hereto:

Manual instruction may be given in ordinary school-hours.

3. Manual instruction and such subjects of technical instruction as are prescribed in that behalf by regulations under this Act shall be deemed to be included in the list of subjects of instruction prescribed by subsection one of section eighty-four of the principal Act.

Classes that Minister may recognise.

4. The Minister may recognise as classes under this Act—

(1.) "School classes," meaning thereby classes for manual or technical instruction established by any Education Board in connection with any public school, or by the Board of Governors of any secondary school in connection with such secondary school, and held during the ordinary school-hours, the syllabus of such instruction being in accordance with regulations under this Act:

(2.) "Special classes," meaning thereby classes for manual or technical instruction, or continuation classes, established by an Education Board or the Board of Governors of a secondary school, apart from the ordinary course of primary or secondary school instruction, as the case may be:

(3.) "Associated classes," meaning thereby classes for manual or technical instruction, or continuation classes, established jointly by an Education Board, or a School Committee (where no classes are established by the Education Board of the district), or the governing body of a University College, and a School of Art, a School of Mines, an Agricultural College, an Industrial Association, an Industrial Union, an Agricultural and Pastoral Association, or any similar public association formed in connection with any branch of trade, industry, or commerce:

(4.) "College classes," meaning thereby classes established by any University College for technical instruction, or for instruction in such branches of higher commercial education as are prescribed by regulations under this Act.

When certain classes need not be recognised.

5. The Minister shall refuse to recognise any special, associated, or college class in any subject if he considers that sufficient means of instruction in that subject are already provided by classes under this Act within a radius of five miles from the place where the class seeking recognition is to be held.

Minister may revoke recognition in certain cases.

6. The Minister may revoke at any time the recognition granted to any class, if he is dissatisfied with the manner in which the class is being conducted, or if he considers that sufficient provision is made by other similar recognised classes in or reasonably near to the same locality: Provided that in the latter case he shall, if the controlling authority of such class so require, give six months' notice of his intention to cancel the recognition.

Regulations as to associated classes.

7. The Governor in Council may make regulations for the appointment of managers of associated classes, and, in the case of associated classes other than those specified in Part II. of the Second Schedule hereto, the powers of appointment possessed by the controlling authority and the public associations joining in the establishment of such classes shall be in proportion to the cost of maintenance borne by them severally.

Existing classes to be recognised.

8. Subject to the provisions of section six hereof, the classes established under "The Manual and Technical Elementary Instruction Act, 1895," and specified in the Second Schedule hereto, shall be deemed to be classes recognised by the Minister under this Act.

Payments in respect of classes established.

9. (1.) Subject to the provisions of this Act, every controlling authority of classes under this Act (not being school classes) shall be entitled to receive, by way of capitation, payment out of the public funds in respect of the attendances of pupils at the several classes at the following rate:—

Rate thereof.

For every attendance at a class for manual instruction	Threepence;
For every attendance at a class for technical instruction	Threepence;
For every attendance at a continuation class	Three halfpence

Provided that, in the case of a continuation class, no payment shall be made in respect of any subject in which the standard is lower than the Fifth Standard prescribed by regulations under the principal Act, nor in respect of any pupil under the age of thirteen years, nor in respect of any pupil-teacher for any subject included in his course of instruction as pupil-teacher:

Provided further that, in the case of associated classes other than those specified in Part II. of the Second Schedule hereto, the controlling authority shall pay over all capitation moneys to the managers of the classes.

(2.) An addition of one-half to the rate of payment hereinbefore specified may, with the approval of the Minister, be made in the case of any class held in any place distant more than five miles from the office of an Education Board. Additional rate for distant classes.

(3.) An "attendance," for the purposes of this Act, means the attendance of one pupil for one hour at any class for which payment can be claimed under this Act. Computation of attendances.

(4.) A roll of every such class shall be kept, and one attendance recorded therein for each hour of each pupil's presence in class; but no attendance shall be marked on account of a pupil on any occasion when he is absent from his place in class for more than ten minutes of the hour of attendance.

(5.) It shall not be lawful to record an attendance on the roll of any special, associated, or college class on account of any person under the age of thirteen years; nor in the case of any such class held on the premises of any public school or secondary school, and within the ordinary school-hours, shall it be lawful to record an attendance on account of any pupil on the roll of such school.

10. No capitation payment shall be made in respect of any class which has not been carried on with regularity through a term of at least ten weeks: No payment unless term at least ten weeks.

Provided that in any case where the class-day is a public holiday, or a day appointed by the Minister for the examination of the students, the failure of the class to meet for instruction on that day shall not affect the right to such payment.

11. In no case shall any capitation payment in respect of any class be made unless the Minister is satisfied that the class has been efficiently instructed by a competent instructor throughout the term, nor unless the claim for payment is rendered to the Minister within one month after the end of the term. Competent instructor must be employed.

12. The payments hereinbefore provided for shall be made out of moneys to be appropriated by Parliament for the purpose. Payments to be out of moneys appropriated.

13. In the case of all classes under this Act except associated classes, the controlling authority thereof, and in the case of associated classes the managers thereof, may fix and charge fees for attendance at such classes: Fees for attendance at classes.

Provided that no fees shall be fixed or charged unless they have been submitted to and approved by the Minister.

14. The Minister may appoint Inspectors to visit, inspect, and examine all classes under this Act. Inspection.

15. (1.) The controlling authority of every class under this Act shall transmit to the Minister, before the commencement of the instruction in any year, a programme of the work to be done during the year in such class, and satisfactory proof of the competency of the instructor. Programme of work to be transmitted to Minister.

(2.) Within one month after the close of the instruction in any year the controlling authority shall forward to the Minister such details of the work and attendance, receipts and expenditure, of the class as are prescribed by regulation under this Act.

Local authority or controlling authority may contribute funds.

16. Any local authority may from time to time, out of its general funds, contribute such sum as it thinks fit to any controlling authority for the purpose of encouraging the formation or increasing the efficiency of classes under this Act; and for the same purpose any controlling authority may from time to time, out of its general funds, contribute or apply such sum as it thinks fit, anything in any Act to the contrary notwithstanding

Subsidies on voluntary contributions.

17. In respect of all voluntary contributions received by any controlling authority for the special purpose of encouraging the formation or increasing the efficiency of classes under this Act, subsidies shall, without further appropriation than this Act, be payable out of the Consolidated Fund to such authority in the cases and to the extent following, that is to say:—

(1.) A subsidy at the rate of ten shillings for every pound of bequest:

Provided that in no case shall the subsidy in respect of any single bequest exceed five hundred pounds:

(2.) A subsidy at the rate of twenty shillings for every twenty shillings of voluntary contributions (other than bequests) from any person not being a controlling authority, or from any local authority.

Scholarships and grants in aid of erection of buildings.

18. Out of moneys from time to time appropriated by Parliament for the purpose, the Minister—

(1.) May allot scholarships, tenable by students attending or who have attended any classes under this Act; and also

(2.) May make grants in aid of the erection, acquisition, or equipment of buildings for classes under this Act, and for the purchase and supply of apparatus, material, and appliances for such classes; and also

(3.) May make grants in aid of school classes as defined—

Provided that every grant under this subsection shall be in accordance with regulations under this Act, and shall in no case exceed the amount of capitation which would be payable if the class were entitled to capitation under section 9 hereof; and also

(4.) May make grants for the training of instructors of classes under this Act; and also

(5.) May defray the general expenses of administering this Act.

19. The Governor in Council may from time to time make regulations for all or any of the following purposes, that is to say:— Regulations.

(1.) Defining the branches and subjects of manual instruction and technical instruction, and the subjects to be taught in continuation classes under this Act, and the course and number of hours of instruction therein:

(2.) Providing for the mode in which applications for sums payable in respect of classes, scholarships, subsidies, and grants-in-aid under this Act shall be made:

(3.) Providing for the establishment of scholarships in any subjects of instruction under this Act, and prescribing the amounts and tenure thereof, and the conditions subject to which they may be awarded and held:

(4.) Such other matters as he deems necessary in order to give full effect to the intention of this Act.

20. "The Manual and Technical Elementary Instruction Act, 1895," is hereby repealed: Provided that— Repeal.

(1.) All regulations under that Act shall be deemed to have been made under this Act, and shall continue in force until revoked under this Act. Saving.

(2.) All claims for payment under that Act may be paid out of moneys appropriated under this Act.

SCHEDULES.

FIRST SCHEDULE.

PART I

SECONDARY SCHOOLS

Schedules.

The Auckland Grammar School.
The Auckland Girls' High School.
The Whangarei High School.
The Thames High School.
The Gisborne High School.
The Napier High Schools.
The New Plymouth High School
The Wanganui Girls' College.
The Wellington College.
The Wellington Girls' High School.
The Marlborough High School.
The Nelson College.
The Greymouth High School.
The Hokitika High School.
The Christchurch Boys' High School.
The Christchurch Girls' High School.
The Rangiora High School.
The Akaroa High School.
The Ashburton High School.
The Timaru High Schools.
The Waimate High School.
The Waitaki High Schools.
The Otago Boys' and Girls' High Schools.
The Southland Boys and Girls High Schools.

PART II.

UNIVERSITY COLLEGES.

The Auckland University College.
The Victoria College.
The Canterbury College.
The University of Otago.

SECOND SCHEDULE.

PART I.

EXISTING SCHOOL, SPECIAL, AND COLLEGE CLASSES.

ALL school and special classes in existence at June 30th, 1900, and established by Boards of Education, or by School Committees, or Committees of District High Schools under a Board of Education as the controlling authority; and also the following college classes, that is to say: The Christchurch School of Art and the Christchurch School of Engineering under Canterbury College as the controlling authority, and the Dunedin School of Mines under the University of Otago as the controlling authority.

PART II

EXISTING ASSOCIATED CLASSES.

Auckland Technical Classes.
Elam School of Art.
Masterton Technical School.
Christchurch School of Domestic Instruction.
Dunedin Technical Classes.
Invercargill Technical Classes

(v.) Report of Maori Schools in 1899 and Brief Retrospect of Native-School Work in New Zealand, 1880–1900.*

At the end of 1899 there were 84 Maori village schools open, with 3,065 children on the rolls, or 93 more children than on December 31st, 1898. There was a slight falling off in the regularity of attendance during the year. The examination reports show that 403 children passed Standard I.; 340 Standard II.; 242 Standard III.; 143 Standard IV.; 40 Standard V.; and 17 Standard VI.

The four Maori boarding-schools—Te Aute and St. Stephen's for boys and Hukarere and St. Joseph's for girls—carried on their work as usual. Government maintains 27 boys and 38 girls as scholarship holders or pupils at the four secondary schools, two medical students at the Otago University, one student at Canterbury College, six apprentices or holders of industrial scholarships, and one girl holding a hospital-nursing scholarship at the Napier hospital. Other scholarships (the Te Makarini) are due to private liberality.

In addition to the scholarships given to Maori boys and girls who have passed the 4th Standard in the Native Village Schools, there have now been established scholarships for deserving Maori children attending the ordinary public schools. A Maori boy or girl entitled to such a scholarship may be sent to a higher school approved by the Minister, or may be apprenticed to learn a trade.

In March and April, 1900, the Inspector-General of Schools in New Zealand visited a number of schools typical of the Maori School-system, and the following passages from his special report will be read with interest:—

Nearly all the teachers seemed to be doing conscientious work, although there is naturally much difference in the quality of their performances.

Although our Native-school Inspectors have always laid great stress upon the teaching of English, I am convinced that even greater attention and a larger amount of time ought to be devoted to this subject, especially to the speaking of English, and that we ought to be content with no standard that does not include such proficiency in English speech as would enable Maori children to readily express themselves in our language, and to read ordinary English books and newspapers. The amount of arithmetic, geography, and history might be somewhat curtailed. Drawing of the South Kensington First Grade type is being discredited even for European children: as an educational instrument for the education of the Maori I believe it is almost useless. The drawing in Native schools I would limit, perhaps entirely, to drawing to scale and to the making of such sketches, plans, and elevations as would be required for the hand-work they have to do.

Next to the strengthening of English, I consider the introduction of a substantial amount of hand-work, or of manual and practical industrial

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* Summarised from the official report on Native Schools in New Zealand, 1900.

instruction, with the aim not only of imparting practical skill, but in order also to stimulate in the Maori children a liking for work. Manual instruction should be introduced as soon as possible in all efficient schools.

Many of our teachers suffer from want of training; it seems to me just as important that Maori-school teachers should be trained in methods as that other teachers should. It would be a good thing, I think, if we could have an organizing superintendent of Native schools to visit schools, and to stay long enough, especially in weak schools, to show masters good methods, and, where suitable, to introduce hand-work.

The time seems to have come for a revision of the Native Schools Code in some respects—*e.g.*, as regards methods of payment of teachers, in addition to the amendment of the syllabus as indicated above. I had several strong testimonies given to me unasked as to the good the Native schools have done and are doing; but there are many hindrances to the work. Among these I would put . . . the vast expenditure by the Maoris of time and means on meetings of one kind and another (these unsettle the minds of the children, and do much to prevent the formation of good habits); the influence of the Maori *tohungas* and their superstitions, which lead to practices often dangerous to health . . .; the absence of facilities for young Maoris of both sexes, taught in the village-and secondary schools, to lead the more civilised life they have learnt: in consequence of this they often, it is to be feared, fail to make the best use of the greater knowledge they have acquired, or even altogether miss the benefits that their education should confer on them.

I am not sure that I can suggest a better remedy for the last evil than is contained in a recent suggestion of Mr. Pope's, if it is possible to apply it—namely, the formation of special settlements in which young educated Maoris could live in the European fashion, and learn to work steadily and intelligently. It is true that we must not expect results too soon; a native race like the Maori is probably not likely to adopt our ways more rapidly, but less rapidly, by reason of its own inherent strength of character, which imposes an obstacle very real, if not very visible, to the inroad of foreign ideas. I am glad to see that the Government has approved the recommendations I have made for the immediate extension of hand-work in Native schools, for the establishment of technical schools for those who have left the Maori village-schools, and for the substantial encouragement of manual and technical instruction at Te Aute and St. Stephen's. I am sure this course of action will result in great benefit to the Native-school system and the whole Maori race.

In connection with the remarks of the Inspector-General, it may be mentioned that three technical schools for Maori boys who have left the village schools are already being set up at Rakaumanga, Rangitukia, and Whirinaki respectively, and that, at the request of the Maoris themselves, carpentry is the subject with which a start is to be made; other subjects will follow in due course, and if the experiment succeeds, there is no reason why technical schools should not be opened in other districts also. In like manner the Government is giving substantial encouragement to the manual and technical instruction at Te Aute and St. Stephen's. Hand-work is being taken up with enthusiasm in some of the village-schools. A vote will be placed on the estimates for providing a visiting teacher (or "organizing superintendent"), who will be able to spend a much longer time at schools where his presence is found to be helpful than the Native-school Inspectors can afford to give, and will devote, moreover, special attention to organizing the manual and technical work in the schools.

The following interesting remarks on the work done in the

Maori schools 1880–1900 are from the pen of Mr. James H. Pope, Inspector of Native Schools:—

A Brief Retrospect of Native-School Work.

Just now, when Native village schools in their more fully developed form have completed their twentieth year of existence, the time would seem to be suitable for taking a backward glance along the road that has been traversed by them. Near the close of the report for 1880–81 the following passage occurs:—"That the Maoris will ultimately become Europeanized and be absorbed into the general population does not admit of doubt. It is easy to see that the process has already commenced, and that it is going on with more or less rapidity in most parts of New Zealand. But it is a great mistake to suppose that the change can be effected in a year or two, or even in a generation—to suppose that schools or any other agency can bring about in a short time such a revolution as has in other countries required centuries to complete. The Native schools are doing and will do much good; it is useless to expect that they will, in a few years, change the character of a whole race to such an extent that its members will be prepared to abandon all their old habits, traditions, prejudices, and modes of living. Nor is it at all plain that such an utter change should be brought about hastily, even if the thing were possible. Past experience seems to show that uncivilised peoples cannot, without imminent risk of extermination, give up their old ways of life all at once, and adopt others, for which they can be really fitted only by slow and gradual changes in the conditions, subjective and objective, under which they exist. If it can be shown, as I believe it can, that the Native schools as a whole are effecting considerable improvements in the mental, moral, and physical condition of our Maori fellow-subjects, and that they are having the effect of familiarising them with the better class of European ideas and customs, then they are doing all that can or ought to be expected from them. There are a few exceptions, but in the great majority of the Maori districts those best qualified to judge say that this is just the kind of work that the schools are doing, and that they are the best means yet contrived for helping the Maoris to help themselves."

There was, of course, nothing very original in this passage even when it was written. What worth it possessed was to be found in the fact that it was a tolerably clear statement of the Native-school problem as it confronted us at the beginning of the "eighties." The really interesting circumstance for us is that twenty years afterwards, when we are fast approaching the end of the nineteenth century, the statement is just as true and complete as it was when it was written.

Are we then to understand that Native schools are just jogging along quietly and smoothly, very much as they did twenty years ago? That is by no means the position. Certainly, the direction and the goal remain unchanged, but there has been decided progress in that direction and towards that goal. A few brief paragraphs will give some idea of the nature of the actual progress made.

In the first place, it is necessary to state that the original Native schools were founded under the auspices of the Native Ministers and by the old Native Department. Eight years and more of work done by these schools, with much energy and earnest desire to benefit the Maori race, could hardly fail to produce solid results—sufficient, in fact, to form a basis for a more completely organized system. And, indeed, it did not fail: perhaps its attempts to meet wants as they arose, to supply needs as they were felt, did more in the way of making a good beginning than could have been achieved by any full-blown scheme based on, say, one of the education systems then in vogue in New Zealand. It should be remembered that the problem to be dealt with was almost entirely new: it was to bring an untutored but intelligent and high-spirited people into line with our civilisation, and to do this, to a large extent, by instructing them in the use of our language, and by placing in Maori settlements European school-buildings, and European families to serve as teachers and especially as exemplars

of a new and more desirable mode of life. It would perhaps be difficult to say who was the first to set up this admirable ideal, remarkable alike for its thorough going effectiveness and for its simplicity; but at all events it was fully operative when the Education Department took over the Native schools, and it had already been productive of much good to the Maori. As the greater portion of this article will, to some extent, appear to be a criticism of the old Native Department's methods, and a statement of the advances made by the Education Department, it is only right to acknowledge—(1) that the leading idea that governs Native-school work was already in full operation when we took the schools over; and (2) that, in face of the remarkable and previously unknown difficulties, the Native-school authorities had managed to make their Native schools a going concern, and to get much useful work done by them. To this it may be added that the Native schools were taken over by the Education Department just at the time when it was necessary that somewhat more technical knowledge than had been previously available should be brought to bear upon them.

One of the most striking of the changes that have taken place is in what may be called the externals of our schools—the sites in general, the gardens, schoolhouses, and residences. It must be confessed that there were a few pleasing school-sites and gardens connected with Native schools even in 1880, but these were quite exceptional. Now very many of the teachers' gardens and grounds are in first-class condition. In the old times, there is reason to believe, the authorities considered any building that would keep out most of the rain, and give more or less complete shelter from wind and sun, a tolerably satisfactory Native schoolhouse. In some districts, at all events, this mistake appears to have been largely influential. The effect was decidedly bad. In most cases the Maoris could see at a glance that their schools were far inferior to those put up for the European children. The Maoris do not like to be slighted, and they took umbrage at what they considered humiliating treatment. They were well aware that in the main they contributed to the revenue just as other people did, and, no doubt, thought that they ought to get the same kind of value for their money. In the early days, too, the residences of some of the teachers were altogether inadequate for their needs; there were cases—extreme ones—in which teachers with large families had no more living accommodation than was afforded by two small rooms attached to their schoolrooms. One finds little difficulty in believing that the civilising influence of such school residences was but small. At the present time our schoolhouses, residences, school-globes, and gardens are turned out of hand in such form that teachers and committees alike may take a real pride in them. It may be added that our school furniture, which twenty years ago was common and poorly adapted to its purpose, is now, besides being pretty uniform, neat and handy and well up to date.

Just here, perhaps, the financial question comes in, How could all these improvements be paid for without unduly increasing the cost per head of the education of Maori children? For our present practical purpose it may suffice to say that our cost per head is now very considerably less than it was years ago. The increased average attendance far more than neutralises the increased average expense resulting from the improvement in the accommodation. A few figures will show how great this increase has been: At the beginning of 1880 the total number of children "belonging" to the schools was 1,330; at the end of 1899 the number was 3,065. The strict average for 1880 was 1,171; for 1899 it was 2,435. Thus it will be seen that the attendance has been considerably more than doubled. It may be remarked incidentally that the increase here shown is a rather striking one, seeing that it has taken place among a race supposed by many to be losing heart and dying out. It is worth mentioning, too, that these high numbers have been secured in a year remarkable for the frequency and severity of epidemic sickness in Maori settlements.

The organization of our schools is altogether different from what it used to be. The introduction of a standard system was really a first-rate improvement. It gradually induced the teachers to direct their efforts towards the attainment of definite ends. Next came the perception of the

advantages to be derived from classification of children with reference to the ends that they were capable of attaining, and consequently were expected to attain. Gradually all other bases of classification—such as size, age, importance of parents of pupils—became quite obsolete, and classification was made to depend on educational considerations alone. Time-tables also were gradually improved. Due proportionate attention was given to the various subjects. Slowly but surely approaches were made to strict observance of time-table precepts. From time to time, as the schools have been able to bear the change, the standards have been raised, and the incidence of effort on particular subjects has been changed in accordance with the improved ability of the children and the increased skill of the teachers. Also the Department has seen fit from time to time to make changes in salaries, holidays, apparatus, etc., or to remove pressure here and bring a stimulus to bear there, in ways that seem to have led in the end to greatly increased efficiency. It may be added that while uniformity has been striven for as a real good, endeavours have been made to avoid as far as possible pedantic demands for conformity to one stereotyped plan. Where a teacher shows power and originality the display of these is welcomed, even if it lead to considerable aberration from the usual course.

It is not necessary to deal at length with the subject of discipline in the Native schools. I said in my report for 1880, "Maori children if properly dealt with are very easy to manage. They take great interest in their work when taught intelligently, and they are seldom disposed to be either sullen or disorderly." I see no reason to change the views thus expressed. Discipline, it may be added, depends very largely on the personal disposition and characteristics of the master. One man is a good disciplinarian and another is not, and there, for the time, is an end of the matter. The man with the negative qualification, however, is in many cases susceptible of indefinite improvement, and may in the end succeed in passing over into the ranks of good disciplinarians; but the capacity for doing this implies, on the one hand, a latent power of self-control and faculty for concentrating attention and effort on the particular business on which one is engaged. There is nothing so likely to develop these latent powers as a thoroughly sound school organization On the other hand, if a teacher is lackadaisical, or flighty, or incapable of taking interest in his work, he is most unlikely to be a good disciplinarian, even though he may by means of something very like cruelty be able to secure a death-like stillness in his schoolroom. It is, I believe, right to say that although our discipline is not always and everywhere quite what could be desired, yet under the influence of improved organization many inexperienced teachers who formerly failed to maintain good discipline have come over into the ranks of competent disciplinarians.

In one way and another the thoroughly incapable teacher has been induced to leave us, the effective, if somewhat latent, eliminative agency being always the organization that has been gradually getting itself evolved in connection with our Native-school work; it is just this, too, that has tended to exclude from our ranks persons altogether unlikely to become competent and successful teachers.

The only other matter that requires treatment is the improvement in the instruction given in Native schools—its nature and effects. There are two points that should be briefly dealt with before an attempt is made to treat, with some completeness, the thesis to be maintained with regard to Native-school instruction—viz., that it is now, all things considered, very satisfactory. The two preliminary questions are—(1) What are the cardinal Native-school subjects? (2) What ought to be the limit to our expectations with regard to Native-school work?

The cardinal subjects—if there are such—are certainly those on which success in teaching the other subjects entirely depends. Now, Maori children who can read and speak English with fair fluency can learn arithmetic and geography just as well as European children can; these, therefore, may for our present purpose be considered quite secondary subjects. It might, perhaps, be objected that Native-school children cannot, in fact, treat the public-school standard arithmetic cards as well as European children can; but the truth of this statement would entirely

depend on the knowledge of English possessed by the Maori children referred to. The truth is just as I have stated it: Maori children that know English do arithmetic quite as well as English children of similar age and general mental development. The reason of this will be shown later on. Writing correctly from dictation is, I believe, the only other cardinal subject. In our efforts, then, to make the attainments of our Maori children approximate to those of well-instructed European children we have to bestow our most careful attention on English, reading, and writing from dictation.

In reply to the question as to what is the upper limit of efficiency for Native schools, I should say that we have no right whatever to expect Maori children in a Maori district—hearing in many cases no more English than that spoken by their teachers and by occasional visitors—to speak and write English fluently after being at school as "Preparatories" for two years, and in due course afterwards passing four standards. It must be remembered that for Maori pupils living in a settlement there is no complete break in the use of their mother-tongue as there is in the case of English boys sent to a French or a German school. In such cases the mother-tongue almost disappears, and the pupil has to concentrate attention on the language that is constantly being spoken around him. Our Maoris on the contrary, spend four hours a day in school; during this time they hear good English. Perhaps, also, they spend an hour in the playground, where a kind of English is spoken, the educational value of which is very small. All the rest of their time is spent in the settlement, where they hear Maori, and generally Maori only. These being in the main the conditions under which English is taught to Maoris in Maori districts, it would almost seem that if clever young Maori boys and girls are, at the age of thirteen or fourteen, able to translate an easy piece of Maori into decent English, to correct grammatical errors in simple English sentences, to write a brief letter on some particular subject, to read and understand a tolerably advanced English book, to speak and understand ordinary English, and to write from dictation with considerable correctness, they do remarkably well. It is found that boys and girls of similar age who have attended European grammar schools or high schools very often fail to do as much as this with French or German, to say nothing of Latin. It seems, then, that, instead of setting the upper limit of our Native-school attainment at the ability to wield English as well-educated English children wield it, we should, perhaps, take the less prejudiced and empty-headed plan of asking our teachers to endeavour to bring *all* their Fourth Standard pupils up to the state of efficiency now reached by their best pupils, or, if this should be considered too severe, to set themselves the task of making *all* their pupils capable of dealing with English as well as grammar-school pupils of thirteen or fourteen deal with French or German.

Now that the ground has been cleared to a certain extent, an attempt may be made to show what is the nature of the improvement that has taken place in Native-school instruction during the time that the Education Department has had charge of it. At the beginning of Native-school work in New Zealand the only available plan was to follow closely the old-fashioned methods in vogue. These methods, unintelligent as they were, had to be used without any exact notion as to the effects they would produce; still less was there any distinct aim. Now, just here was the point where a divergence took place. The new management knew as little as the old what the aim ought to be, what the necessities of the case were. The difference was that strong determination to solve the enigma was brought to bear on it. In the first place, then, it was found that chaos rather than cosmos prevailed; only one thing was clear—until light should come any system was better than none. Therefore a rough-and-ready attempt was made to draw up standards, to devise a time-table scheme, and to get a workable code of rules based on such experience of the past as was available. These measures soon began to effect improvement in some directions: above all, a certain amount of light began to dawn, it became possible to see in what directions we were actually moving, and in what directions we ought to be moving.

Soon a great mistake was corrected. It had been taken for granted that

generally it was right to make some allowance for the fact that our pupils were Maoris, and that it was unreasonable to expect Maori children to do as well as English. For instance, in the case of reading it was thought absurd to expect thoroughly good pronunciation from Maori children. Hence we allowed ourselves to be contented with third- or fourth- or even seventh- or eighth-rate reading. The light-giving thought that corrected this mistake was that we ought to be content with nothing but the best, whether our pupils were Maoris or Europeans; that if we failed to get it at first, we ought to go on trying till we did get it. Many of our teachers took up this idea and made full use of it. At our examinations an "excellent" mark is used. It is given for first-class work only, and it is now very often secured by our Maori pupils for reading that is excellent so far as it goes.

The next fruitful idea was that English is our most important subject. Of course, English always has great intrinsic importance, but it is also the master-key to arithmetic, geography, and other subjects. It had been found that children strong in English were strong in the other subjects; also that inability to deal with simple problems was entirely owing to inability to make out what the English statement of them meant; the proof of the correctness of this view was found in the fact that problems given in English and found impenetrable were quite within a pupil's reach when given in Maori.

The next feature developed is connected with the principle stated above, that nothing but the best should be judged thoroughly satisfactory. It was recognised that this principle might with very great propriety be applied to handwriting, seeing that Maoris have special faculty for this branch of school work. It is now being done with success.

What was, from our Native-school point of view, an important discovery dawned upon us in connection with the teaching of arithmetic; it was simply that problem work could be most effectually taught if taken in connection with *viva voce* arithmetic. This, again, was a development of the principle that success in teaching arithmetic very largely depends on success in teaching English. What may be called the mathematical thinking in connection with arithmetic presents little or no difficulty to ordinarily intelligent Maoris; the meaning of English questions of a necessarily somewhat obscure character is an altogether different matter.

The latest and perhaps most important principle that has come to light is that if Maori children are to thoroughly master the difficulties of the English language they must begin young. In a more practical form the principle amounts to this: that if children do well at the "preparatory" examination, and make a very strong pass in reading and English when they go through their First Standard examination, they seldom have any trouble in afterwards passing all the standards well. The reason for this is very obvious, but the principle took long to discover nevertheless. Generally it may be said, that if teachers put really hard and intelligent work into the first two years of the training of their scholars, they will be well repaid throughout the whole course for the trouble they have taken.

The adoption of these principles, which now seem quite simple and even obvious, has rendered frequent alterations in the code and changes in the modes of teaching necessary, as well as in the scope and general direction of our work. It must at times have seemed to the teachers that as fast as one difficulty was mastered by them a new one was discovered and set up in place of the old one, and that there was no finality; nevertheless, they have as a body followed the lead most loyally and heartily, and in numerous cases teachers have given hints and indications that have been of very great utility—have pointed out how another turn might be given to the screw! It seems to me that we have now secured a satisfactory standard of efficiency—that is, that the objects at which we aim are in the main what they ought to be, and that nothing more than changes in mere detail will be necessary. Such changes will tend to follow the success that we may achieve, and they will be of the nature of closer approximation to the public-school model, with probably a strong bias towards technical educa-

tion. Indications may be seen in many districts of growing desire for such education.

It may be added that the Department has long given a kind of technical scholarships which have proved to be of a more or less serviceable character. There is, however, plenty of room for expansion in this important direction, and there are many indications of its being about to take place. Of course, such changes ought to be made with great care, and no to involve starting before one is ready.

It is, of course, one thing to have good aims and another to secure what is aimed at; but there is much real ground for satisfaction with what has been done. Thirty of our eighty-eight village schools deserve to be called "very good," while eleven of these are excellent. Of the remaining schools a large proportion are doing solid work of one kind or another, in spite of some considerable drawbacks that prevent them from reaching the front. The cases in which radical change and improvement are urgently needed are but few.

To conclude, I may draw attention to a rather singular feature of our Native-school work; it is just this: Other educationists become more indispensable in proportion as they are more successful; we Native-school people become less and less necessary in proportion as we thoroughly succeed in performing the work that we have in hand. There is another peculiar circumstance connected with our teachers' operations: Although Native-school teachers are as hard workers and do as intelligent and certainly as noble work as any in the country, there is a tendency in some quarters to hold this work cheap, and even to look down upon the workers. But then, such views are not characteristic of those best qualified to have views on the subject, and so, perhaps, this little difficulty does not matter very much.

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